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ABSTRACT

Units in the curriculum guide are presented in two sections, K-3 and 4-6, and emphasize hands-on activities, role-playing, resource persons, field trips, and classroom career corners. Organized on the career cluster concept, the K-3 units cover self-concept, home and family, familiar community occupations, zoo animals, travel, school, and the hospital. Transportation, communications, health, and merchandising and distribution are covered in the fourth through sixth grade section. Most units include introductory or motivational material; content or plans for instruction in language arts, science and math, art, and other areas; books and resources in many media; songs and rhythms, and suggestions for student evaluation. Appendixes contain an example of a classroom career corner and 21 pages of additional activities for kindergarten through sixth grade. (MDW)

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**"CAREER AWARENESS"
IN THE
ELEMENTARY GRADES**

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**ELEMENTARY UNITS
IN CAREER EDUCATION
FOR GRADES KINDERGARTEN THROUGH SIX**

Department of Instruction
Division of Vocational Education
Memphis City Schools

CE004045

S P A N

is an acronym for Start Planning Ahead Now. It seeks to bridge the gap between the school and the "world of work." SPAN is the program for implementing career education in grades kindergarten through twelve in the Memphis City Schools.

Elementary Career Education Units
for
Integration in Subject Areas
at
Grades Kindergarten through Six

Program SPAN
Memphis City Schools
1974

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FOREWORD

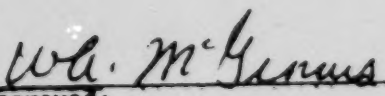
Career education is a life-long process which begins early in childhood and continues throughout an individual's adult life.

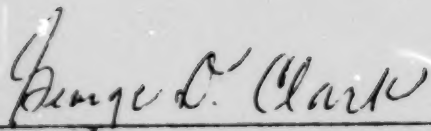
It is anticipated that his career education program on the elementary level will increase the student's awareness in terms of the broad range of options available to him in the "world of work." Appropriate units representing each of the career clusters were selected to meet the interests and needs of the individual student.

The units contained within this volume may be used by individual elementary teachers. They have been field-tested in elementary classrooms. Teachers may use them as written or adopt the outline and format in constructing units of their own.

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GENERAL INTRODUCTION

Implementation of the career development approach will offer decision-making practices for students and will encourage active participation of all students to the extent of individual capabilities. This approach stimulates self-evaluation, whereby each student becomes more aware of his likes and dislikes, weaknesses and strengths. The unit approach to learning places emphasis on the relationship of subject matter to the community both within and outside the school. It further introduces the students to different career clusters (job families) found in these communities.

The following elements that form the basis for career development are hands-on activities, role-playing, resource people, field trips, and career corners. Hands-on activities help unite all other elements in projects that put their classroom academic skills and occupations students gain personal insight into these jobs and are able to experience some of the actual responsibilities. Resource persons provide students with first hand information concerning their jobs. Field trips enable the students to see workers in their work surroundings. Occupational awareness is emphasized in the career corners in individual classrooms.

CAREER EDUCATION

And The

FIFTEEN CAREER CLUSTERS

There are approximately 25,000 varied jobs (careers) available to individuals in the "world of work". These careers may be grouped under fifteen (15) broad headings or clusters. These clusters are as follows:

- Business and Office Careers
- Marketing and Distribution Careers
- Communications and Media Careers
- Construction Careers
- Manufacturing Careers
- Transportation Careers
- Agri-Business and Natural Resources Careers
- Marine Science Careers
- Environmental Control Careers
- Public Services Careers
- Health Careers
- Hospitality and Recreation Careers
- Personal Services Careers
- Fine Arts and Humanities Careers
- Consumer and Homemaking-Related Careers

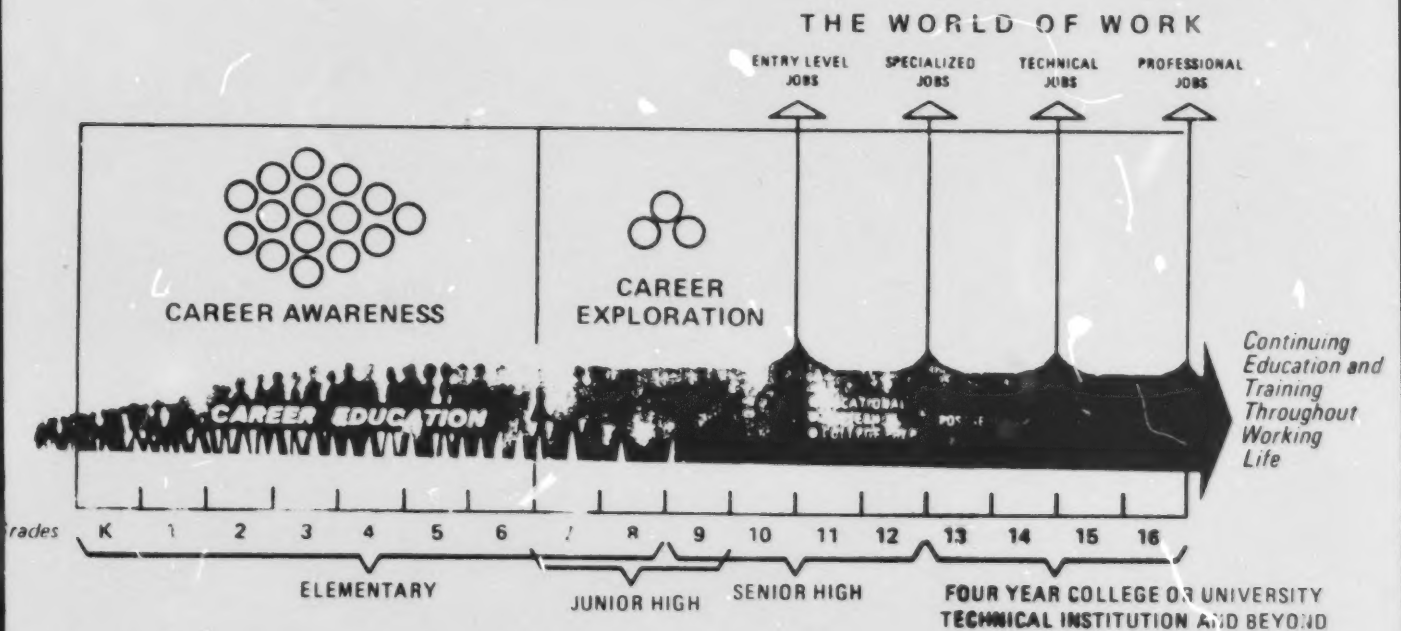
Elementary Career Education proposes to bring about an "awareness" in students of careers in each of the fifteen clusters. This will permit a student to start to develop a concept of the "world of work" and discover his area of interest.

Junior High Career Education will provide exploration in his areas of interest so that he can begin to focus in on a specific cluster or career during his senior high years.

INTRODUCTION

The accompanying units were compiled to meet the developmental needs of this age group (K-6) of children. The needs which have implications for career education are self-concept developments, attitude and skill development and occupational awareness. The foundations of positive self-concept and attitudes begin in kindergarten and go through grades 5, it is further extended in the upper grades. Here the child learns that he is accepted as he is with his weakness and strengths. Students learn that there is satisfaction in a job well done, any job - large or small. This is a good way to build a solid foundation in career education.

CAREER EDUCATION MODEL



SELF CONCEPT



TITLE OF UNIT: SELF-CONCEPT

CAREER EDUCATION CONCEPT: A POSITIVE SELF-IMAGE IS ESSENTIAL FOR SATISFACTION IN THE WORLD OF WORK.

INSTRUCTIONAL OBJECTIVES

THE LEARNER WILL:

1. Begin to perceive himself in a positive way.
2. Understand something about his body and learn the names for its parts.
3. Become more aware of his five senses and how important they are.
4. Begin to see that he has his own identity and that it is different from anyone else's.
5. Become more confident in his own ability in a group situation.
6. Be able to recognize his name in print.
7. Begin to understand his own feelings and those of other people, the beginning of empathy.

INTRODUCTION TO UNIT

1. Make a picture of each child with a polaroid camera. Mount on a poster with each child's name printed under his picture.
2. Show a filmstrip about emotions.

LANGUAGE ARTS:

1. Put together a boy or girl on the flannel board. Ask children to give you a leg, arm, hand, etc.
2. Play a lotto game that matches parts of the body.
3. Read Dandelion and discuss the fact that all of us want to be liked.
4. Let each child record his voice and listen to how he sounds.
5. Let the children take turns describing each other and trying to guess whom they are describing. Encourage them to try describing things other than what they look like.
6. Show filmstrip (or pictures) showing emotions and encourage the children to talk about how they feel when they're mad, happy, angry, etc. (SRA Kit - "Circle of Feelings" Filmstrip)
7. Let the children help make up a story about feelings. Print on chart paper.
8. Talk about people who can make you look and feel better: Doctor, Dentist, Nurse, Barber, Beauty Shop Operator.
9. Show pictures of doctors and nurses and discuss how they can tell if you're sick or well. Talk about being afraid of the doctor or nurse.
10. Help children discover the sense of smell by bringing various spices for them to smell and taste.

PLANS FOR INSTRUCTION

PLANS FOR INSTRUCTION

11. Have a book "Each of Us Is Different." Have a page for each child to make his picture and dictate his most outstanding trait. See if children can guess who each is by this "clue."

12. Use slide projector and screen. Each child can make a shadow picture of his head.

13. Encourage children to play out their fears while using puppets.

14. Ask the children about their favorite color. Have them tell how their color makes them feel and why they like it. Be sure they know that there is no "right" color to like.

15. Use the SRA Kit, "Focus on Self-Development." Science Research Association, Inc. 259 East Erie Street, Chicago, Illinois. 1970. The kit contains complete materials for exploring feelings and emotions.

MATH AND SCIENCE:

1. Make applesauce. Children peel apples with spoons, cut and cook in an electric fry pan. Children measure sugar. Count one apple for each child. Let them figure out how many apples are needed. While apples are cooking, read And Rain Makes Applesauce. After apples are cooked, add spice and cool. Each child gets one spoonful in a paper cup. Children have the job of preparing food to eat and the experience of sharing.

2. Count parts of the body. What parts are in pairs?

3. Use the five senses.

- A. Go for a science walk. Ask children to listen and look carefully. When you return make a list of everything they remember seeing and hearing.

- B. Put plastic bottles filled with harmless but different smelling things where the children can use them. See if they can guess what each contains and talk about how it smells. Ex: Vinegar, Syrup, Cloves, Onion.

- C. Pop corn and listen to it pop. Can they count the pops? Taste the popcorn with and without butter or salt. Which do they prefer?

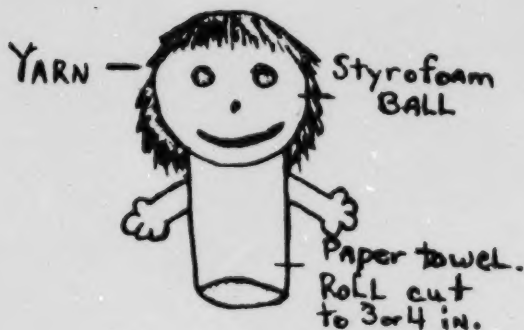
- D. Blindfold any children who are willing and play games involving taste and smell. Ask the children if it is easier to guess what they're tasting if they can smell it?

PLANS FOR INSTRUCTION

PLANS FOR INSTRUCTION

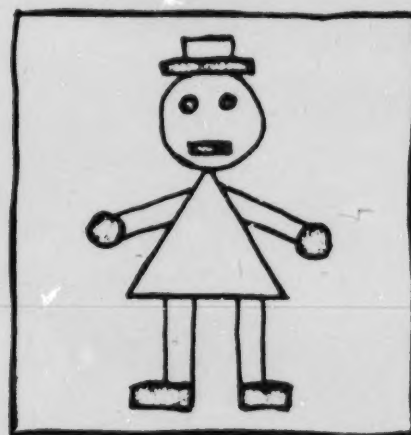
ART:

1. Have each child lie down on a large piece of wrapping paper and trace the outline of his body. Child draws and colors it to look like his own. Have him look in a mirror to see how he looks and what he is wearing.
2. Make handprints of each child on a large poster. Label each set of prints and let the children compare hand sizes. Mix hand lotion and paintdrops, smooth on child's hand and press on paper.
3. Let the children make a doll out of a styrofoam ball and cylinder. Use yarn for hair and mouth, magic markers for other features.



4. Make a happy face out of a paper plate. Use yarn and crayons. Discuss what a happy face looks like. Supply different colors of yarn so they can match their own hair.

5. Use shaving cream for finger paint. Let children add paint color of their choice and make a "happy" or "sad" picture.
6. Put together a mannequin out of pre-cut pieces. Past on construction paper.



7. Cut pictures out of magazines to make a poster showing different emotions.
8. Make sound boxes. Decorate plastic bottles and put in a few grains of rice, sand, beans, or macaroni.
9. Sponge paint on "mad" picture.

PLANS FOR INSTRUCTION

10. Make a nurse's hat and a doctor's stethoscope.
11. Make a blot painting. Use a straw to blow paint on half of folded paper, fold together and press. Print what each child says about his "blot picture."



MUSIC AND RHYTHMS:

1. Songs to tell about parts of the body:
 - a. "This Old Man" - Exploring Music
 - b. "I'm Full of Hinges"
 - c. "My Head, My Shoulders"
 - d. "Where is Thumbkin?" - American Singer

PLANS FOR INSTRUCTION

- e. "Open, Shut Them" - MacCarteney
2. Songs about emotions:
 - a. "When You're Happy" - Exploring Music
 - b. "I'm Not Scared" - More Singing Fun
3. RHYTHMS:
 - a. Basic rhythms: walking, skipping, running, etc.
 - b. Run as if you were scared, happy, sad; also walk, skip, tiptoe.

HAPPY FACE



(Art No. 4)

TRIPS AND VISITS:

1. Visit a beauty shop and a barber shop. Help children understand how clean, neat hair makes you feel and look better. Visit vocational cosmetology department.
2. Invite a doctor or nurse to visit. They can show how they tell whether a boy or girl is sick or well. Ask them to name the parts fo the body as they look at them. Ex: "Now I'm going to look at your ears."
3. Invite a hairdresser or barber to come to classroom, wearing his or her uniform, to demonstrate how he or she works. One or two children might volunteer to have their hair cut or shampooed.



RESOURCES AND MATERIALS

BOOKS:

- Aliki, Diogenes. My Hands, New York: T. Y. Crowell Company, 1962.
- Aliki, Diogenes. My Five Senses, New York: T. Y. Crowell Company, 1962.
- Anglund, Joan. A Friend Is Someone Who Likes You, New York: Harcourt, Brace & World, Inc., 1958.
- Anglund, Joan. Love Is A Special Way of Feeling, New York: Harcourt, Brace & World, Inc., 1958.
- Beim, Lorraine. Two Is A Team, New York: Harcourt, Brace & World, Inc., 1945.
- Clune, Beth & Helen Rumay. How Does It Feel, Glendale: Bowman Publishing Company, 1968.
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- Keats, Ezra J. Whistle For Willie, New York: Viking Press, Inc., 1964.
- Krauss, Ruth. Growing Story, New York: Harper & Row, 1947.
- Lenski, Lois. When I Grow Up, New York: Henry Z. Walack, 1960.
- Robinson, Tom. Buttons, New York: Viking Press, Inc., 1968.
- Scheer, Julian. Rain Makes Applesauce, New York: Holiday House, 1964.

RESOURCES AND MATERIALS

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- Showers, Paul. How Many Teeth, New York: T. Y. Crowell Company, 1962.
- Showers, Paul. Look At Your Eyes, New York; T. Y. Crowell Company, 1962.
- Simon, Norma. What Do I Do, Chicago: Albert Whitman Company, 1969.
- Tamburine, Jean. Almost Big Enough, Nashville: Abingdon Press, 1963.
- Yashima, Mitsu & Taro. Umbrella, New York: Viking Press, Inc., 1958.
- Zolotow, Charlotte. Someday, New York: Harper & Row, 1965.

RECORDS:

- Every Day We Grow 1-0
- Let's Play A Musical Game
- Teensie Weensie Spider
- I'm Dressing Myself
- Nothing To Do
- I Wish I Were

RESOURCES AND MATERIALS

FILMSTRIPS:

Getting To Know Me

* School Library

"People Are Like Rainbows"

"A Boat Named George"

"Listen : Jimmy!"

"Strike Three! You're In!"

They Need Me

Two Sides To Every Story

How Do You Feel?

Kits May Be Purchased From:

Anderson, Judith, Carole Land, and Virginia Scott. Focus on Self-Development, Stage One: Awareness, Chicago: Science Research Associates, 1970.

Dinkmeyer, Don. Developing Understanding on Self and Others, Circle Pines, Minnesota: American Guidance Service, Inc., 1971.

HOME AND FAMILY



TITLE OF UNIT: Home and Family Living and Working

CAREER EDUCATION CONCEPT: A positive self-image is essential for satisfaction in the world of work.

There is dignity and worth in all work well-done.

Division of Labor and Specialization result in the interdependence of workers.

INSTRUCTIONAL OBJECTIVES

The Learner Will:

1. Be able to identify family members.
2. Be familiar with responsibilities of each family member.
3. Know the work that his father and mother do.
4. Understand that he is an important member of his family.
5. Understand that the home is the center of family life.
6. Understand that the family as a group shares work and fun.
7. Separate each room in the home and explain the different purposes.
8. Differentiate between the many kinds of houses.
9. Become familiar with workers who help in the home.

TITLE OF UNIT: HOME AND FAMILY LIVING AND WORKING

CAREER EDUCATION CONCEPT: A positive self-image is essential for satisfaction in the world of work.

There is dignity and worth in all work well-done.

Division of Labor and Specialization result in the interdependence of workers.

THE CHILD SHOULD LEARN:

1. To identify family members.
2. The responsibilities of each family member.
3. Know the work his parents do.
4. Each room in the house and its purposes.
5. The different kinds of houses.
6. The job of each worker in the home.

INTRODUCTION TO UNIT

Show a filmstrip about families

Have a baby visit

Put on pictures of families

LANGUAGE ARTS:

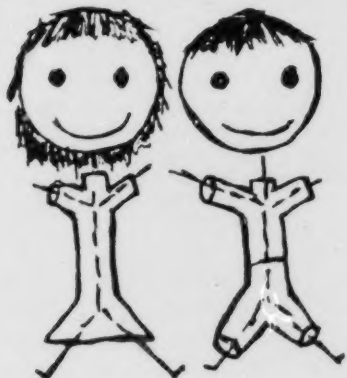
1. Write a story about the family: Print on chart so children can see "talk written down."
2. Use games to teach names, spoken and written.
3. Use tape recorder for above and also to tape stories.
4. Have records, songs, stories and pictures about the family.
5. Children may share personal experiences about their homes and families with the group.
6. Use family puppets and make up scenes about their families.
7. Photographs--make a picture of each child and family.
8. Have a flannel board available with parts of the body including features for them to put together.
9. Use pictures depicting emotions and feelings. Let children show emotions through pantomime. Guess the emotion.
10. Use filmstrips and films about the family. (SRA Kit contains good filmstrips about families)
11. Classify objects found in the home as to use.
12. Lotto sets about home, family, things found in the house.
13. Play games about words that rhyme using objects found in or around the house. Put up three pictures. Children choose two that rhyme. Ex: Sock, block, hat; boy, toy, house.

PLANS FOR INSTRUCTION

14. Some children may show an interest in words that have the same beginning sound. Using objects found at home. Play a game identifying these words. Ex: ball, baby, block.
15. Invite a mother (not of anyone in class) to come and talk about feelings of a parent.
16. Make a list of those things children do that make parents happy.
17. Discuss the difference between a home and a house.

ART:

1. Draw around each child on large wrapping paper. Let him fill in his own features, clothes, accessories. Learn names of different parts of the body.
2. Draw pictures of themselves and their families. Keep and compare.
3. Make houses out of milk cartons.
4. Cut pictures of family members out of catalogues and paste on paper.



PLANS FOR INSTRUCTION

5. Put together pipe-cleaner people and dress to look like family members. Use small styrofoam ball for head, yarn for hair.



6. Make hand and foot prints (label right and left). A. Hand lotion and powder paint. B. Clay C. Draw around hand.
7. Make a family member or cut from magazines and put on craft stick for puppet.



PLANS FOR INSTRUCTION

8. Charts of different rooms in a house. Children cut pieces of furniture and paste in correct room or give a group of children one room to do. Later, in group time each group can discuss their room and the activities that take place there.
9. Make a cardboard house, sponge paint on paper walls, paint outside of house, make curtains, etc.
10. Finger paint--houses, family.
11. Make a chart showing what mothers do, what fathers do.
12. Use clay to make members of the household, objects around the house. Clay bowls or vases, food or other suitable objects may be hardened and painted.
13. Put together houses out of pre-cut shapes. Good for perception, relation of sizes.



PLANS FOR INSTRUCTION

14. Encourage children to outline a face or entire body when soap painting.
15. Practice tearing fruit or vegetables from colored paper. Children choose color and what they want to tear.



16. Make sound boxes--use food for sound, rice, beans, macaroni. Use plastic boxes and cover so no one can see in. Children guess what is in each other's box. Match boxes for sounds that are alike.

SCIENCE AND MATH:

1. Cooking in the classroom
 - a. Measure
 - b. Following a recipe
 - c. Setting a table
 - d. Sense (taste, smell, etc.)
 - e. Changes that occur in food while cooking
 - f. Basic cooking terms

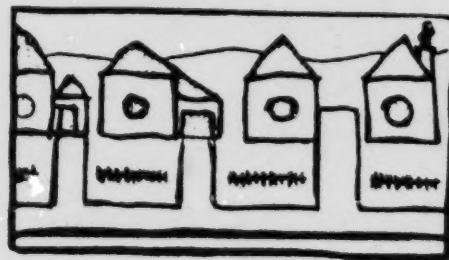
Identify by taste or smell spices, herbs, salt, sugar, and vinegar.

PLANS FOR INSTRUCTION

2. Counting members of the family, ages, sizes (relative).
3. Find geometric shapes in the home and identify basic shapes--circles, square, triangle, rectangle, oval.
4. Identify sounds found in home (use records or tapes).
5. Make a telephone book using names, addresses, phone numbers of children in class.
6. Care of pets in the home (responsibility of children).
7. Discuss colors of houses; identify color of their house and learn color name. Play games using colors.
8. Learn to use some tools found around the house.
9. Make a growth chart--height and weight.
10. Celebrate birthdays of children.
 - a. Sing "Happy Birthday" using child's name.

PLANS FOR INSTRUCTION

- b. Have a flannel board cake and enough candles for him to put on cake.
 - c. Make birthday cards. Some may want to print "Happy Birthday."
11. Discuss colors in fruits and vegetables. Size discrimination--largest, smallest.
12. Collect textile materials used around the home--cotton, silk, wool, net, etc. Let children feel them and describe how each feels. What clothes could be made of each fabric? What besides clothing.
13. Have different materials that houses are made of to feel and lift. Use brick, wood, concrete blocks.
14. Put out puzzle with different sizes of houses. Houses liftout by knobs.



PLANS FOR INSTRUCTION

MUSIC--RHYTHMS AND SONGS

1. Songs about babies ("Hush Little Baby", "Honey Bears", "Rock-A-Bye Baby") Exploring Music, Book 1.
2. Action songs depicting work around the home.
 - a. "Here we go around the Mulberry Bush" Songs to Sing with the Very Young
 - b. "I Like to Sweep" The Kindergarten Book
3. Songs identifying parts of the body.
 - a. "My Hands" Singing Fun, page 58
 - b. "Too Little Hands" Singing Fun, page 59
 - c. "Looby Loo" Music For Young Americans, page 43
 - d. "Simon Says" Music For Young Americans, page 51
 - e. "This Old Man" MacCarteney Songs for the Nursey School, page 83
4. RHYTHMIC ACTIVITIES
 - a. Mother and father working around the house.

PLANS FOR INSTRUCTION

- b. Basic rhythms--walking, running, skipping.
5. Rhythm Band
 - a. Use instruments to make sounds around the house--doorbell, telephone, clocks.
6. Make up songs and record.

HOUSEKEEPING AND BLOCKS CENTER:

1. Provide dress up clothes so children can dress like members of the family and do some role-playing. Be sure there are "Daddy" accessories also.
2. Have a full-length mirror in housekeeping corner so children can see themselves.
3. Provide two telephone so children can carry on a two-way conversation.
4. Children may build houses with blocks.
5. Use rubber and wooden family members as accessories.

PLANS FOR INSTRUCTION

6. Fold-away barn and doll house can be used alone or with blocks. With small doll house, children may work out emotions by using small people in situations they create.
7. Steering wheel in a block or other combinations used for daddy to drive to work.



TRIPS AND VISIT:

1. Take a trip to a home if possible to see a new baby; if not, have a baby come to visit.
2. Have a father come to visit and tell children what work he does--have him bring the tools of his trade if possible.

PLANS FOR INSTRUCTION

3. If you have a working mother, she would be a good visitor. Children could understand that not only fathers work outside the home, but mothers do too.
4. Take a trip to see a father or mother at work.

RESOURCES AND MATERIALS

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- Marino, Dorothy. Where Are The Mothers?, Philadelphia: J. P. Lippincott, 1959.

RESOURCES AND MATERIALS

BOOKS: (continued)

Puner, Helen. Daddies, What They Do All Day, New York:
Lothrop, Lee and Shepard Company, 1946.

Wright, Ethel. Saturday Walk, New York: William R. Scott,
Inc., 1954.

Zolotow, Charlotte. The Quarreling Book, New York: Harper
& Row, 1960.

Zolotow, Charlotte. When I Have A Little Girl, New York:
Harper & Row, 1965.

FILMSTRIPS:

Mr. Bear's House

What Do You Think

They Need Me

Father's Work

Mother's Work

Your Family

FILMS:

Neighborhoods Are Different

Encyclopedia Britannica

Safety In The House

Encyclopedia Britannica

Shelter

Encyclopedia Britannica

RECORDS:

Three Little Pigs

RCA

"People In our Community Who Keep Us Safe"

To be integrated in Language Arts, Music & Art especially for grades K-2.

INTRODUCTION

When searching for a topic which would be appropriate for teaching children in the elementary grades, I ran into several problems. It seemed that each time I choose a topic for the unit, the material was too difficult or uninteresting for children in the elementary grades. After changing topics several times, I decided to compile a unit consisting of activities related to the world of work which would be appropriate for teaching children in the elementary grades.

This is not a unit of work which could be taught in a continuous series during a specified time period. Each activity relates to different grades and most of the activities should be correlated with other subject areas. However, there are enough activities available to the teacher so he could teach an interesting unit about occupations.

The purpose of this unit is to create an awareness and interest in occupations, careers, and the world of work to children in the elementary grades.

DESCRIPTIVE INFORMATION

TITLE: Three People In Our Community Who Keep Us Safe

PURPOSE: To familiarize the students with the occupations of policeman, fireman, and sanitation man.

SCOPE: The unit deals with how one enters the occupation, what he does and the child's interest on a personal level. (1 hour per day - 8 days)

AGE: Kindergarten or First Grade

CONTENTS OF THE UNIT

1. Descriptive Information
2. Objectives, Resources, Materials and Bibliography
3. Eight Days Lesson Plans

OBJECTIVES

1. The student will learn how one becomes a policeman, fireman and sanitation man. Evidence of his knowledge will be exhibited in feedback and creative activities.
2. The student will learn some of the specific jobs of the policeman, fireman and sanitation man. Practice of these jobs will be done through role playing. Learning will be exhibited in verbal feedback and creative activities.
3. The student will learn his own specific interests in the occupations studied. These interests will be recognized by the enthusiasm he shows for individual projects, self-expression in art work and role-playing.

RESOURCES

1. One book per child from the library should be placed in the classroom. Book subjects may cover the scope of the unit or be related to occupational choice.
2. Resource people from the community include the following: (a) policeman, (b) fireman, and (c) sanitation man.
3. Resource property from the community includes the following:
(a) tools used in each of the occupations, (b) the availability of a fire station, and (c) a sanitation truck.
4. Storybooks will be used in the unit.
Gergely, Tibor. The Great Big Fire Engine Book. New York:
Golden Press, 1950.

Stahlmann, Catherine. Peter Pat and the Policeman. Chicago: Rand McNally, 1968.

MATERIALS

(The materials listed here are not included in the unit packet.)

1. Water colors, brushes, colors and mural paper.
2. Scissors and paste.
3. Toys for role-playing such as pedal cars, a traffic light, handcuffs, whistle, gun, ladder, hose and garbage cans.
4. Record player and piano.
5. Crepe paper for costume props in role playing.
6. Clay or play-doh.
7. Paper bags for constructing litter bags.

BIBLIOGRAPHY

Gergely, Tibor. The Great Big Fire Engine Book. New York: Golden Press, 1950.

Ginzberg, Eli, Ginzberg, Sol, Axelrad, Sidney and Herme, John L. Occupational Choice. New York: Columbia University Press, 1951.

Norris, Willa. Occupational Information in the Elementary School. Chicago: Science Research Associates, Inc., 1963.

Roe, Anne. The Psychology of Occupations. New York: John Wiley & Sons, 1956.

Stahlmann, Catherine. Peter Pat and the Policeman. Chicago: Rand McNally & Company, 1968.

U.S. Dept. of Labor. Dictionary of Occupational Information. Washington, D.C.: U.S. Government Printing Office, 1965.

LESSON PLAN

Day 1: Introduction: People in our community who keep us safe

I Policeman

II Fireman

III Sanitation

Circle:

What does a policeman do?
What does a fireman do?
What does a sanitation man do?

Song: People in Your Neighborhood

The children will learn the song and listen to the record.

Creative Activities: Puzzles - free time for drawing or painting what they would like to be

The puzzles are of police cars and firetrucks and are contained in individual envelopes. The children will paste them onto a back-ground and draw appropriate environments.

Day 2: Song: Review People in Your Neighborhood

Lesson:

How does one become a policeman?
What are some of the things policemen do?
Would you like to be a policeman?

Creative Activities: Role Playing

The children will be divided into groups of six and will be encouraged to role play the following situations in addition to some they will think of on their own: (1) crossing the street, (2) directing traffic, (3) enforcing traffic laws, and (4) enforcing criminal code. Some props will be needed such as

a traffic light, a pedal car, handcuffs, whistle, etc.

Circle: Story, Peter Pat and the Policeman

Day 3: Song: People in your Neighborhood

Lesson: A visit with a policeman. The policeman will tell the children what he does and show him his uniform and equipment. They should be allowed to touch and handle as much as possible.

Creative Activities: Color sheets (attached)
free painting on a frieze, play-doh
Other sheets may be used.

Day 4: Song:

Lesson: Sanitation Man
How can you become a sanitation man?
What are the chores of a sanitation man?
Why is he so important to our community?
Would you like to be a sanitation man?

Writing a Story: The class should participate in writing a story about the things that interest them most about a sanitation man?

Creative Activities: Role playing about the story, free-hand art to go with the story and color sheets (enclosed)

Day 5: Song:

Lesson: A look at a sanitation truck. The students will be able to examine the truck and will be shown how it works. The sanitation man will discuss the city dump and its health implications.

Creative Activity: Make a car litter bag

Day 6: Song:

Lesson: Fireman
How can one become a fireman?
What are some of the jobs of a fireman?
Would you like to be a fireman?

Creative Activities: Role playing, color sheets, painting a frieze about a fire call

Circle: Story, The Great Big Fire Engine

Day 7: A visit to the fire station. In addition to talking to the firemen and examining the equipment, each child will be given his own fire hat.

Day 8: Song:

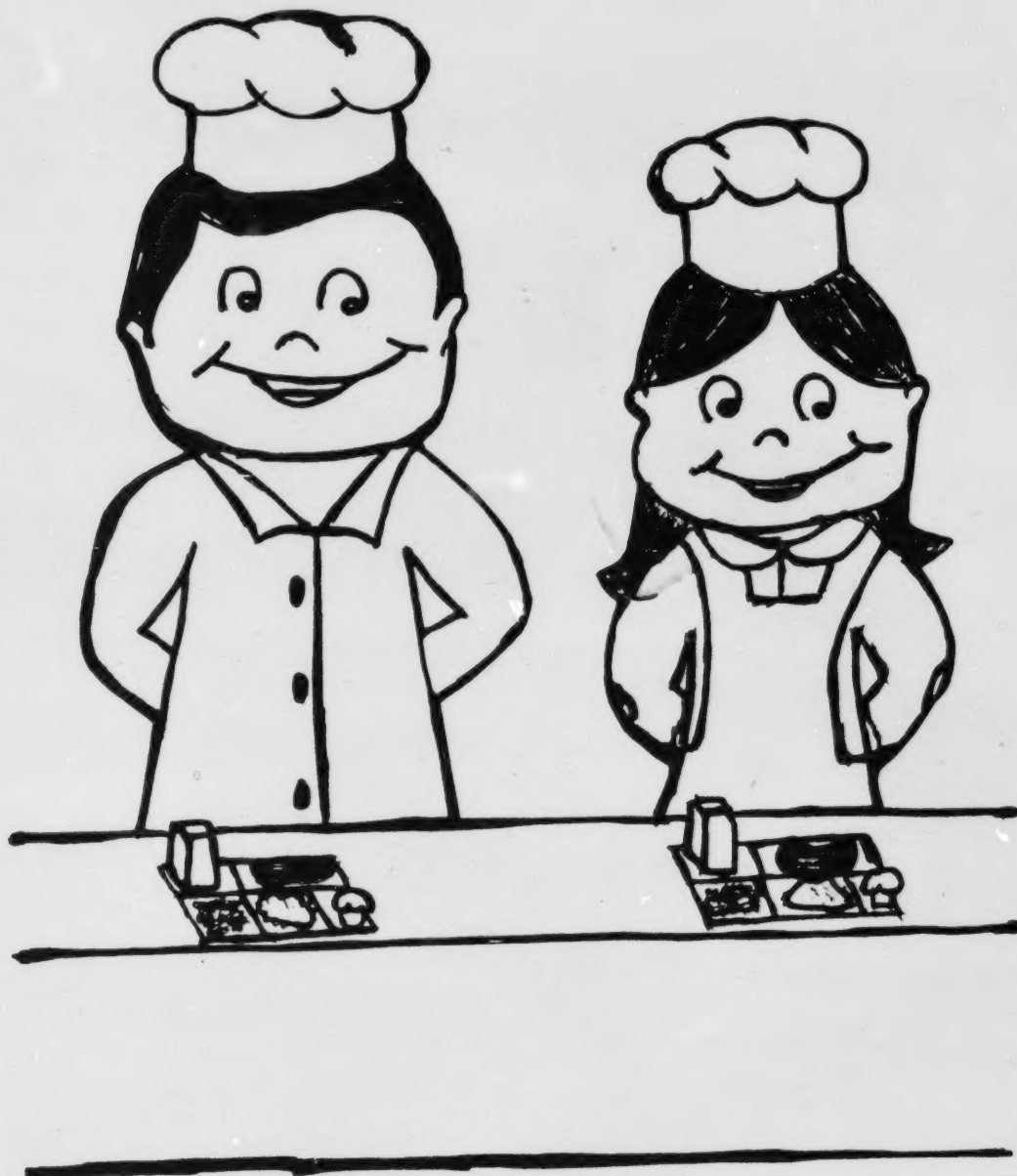
Circle: Review and discuss the occupations the students liked best. Evaluation is based on feedback in this discussion and on the artistic activities.

Thank You Notes: The children will write notes to all of the people who visited the classroom and to the firemen at the station they visited. They might also include some of their art work with the notes.



This dump truck is unloading.

SCHOOL HELPERS



TITLE OF UNIT: SCHOOL HELPERS AND THEIR WORK.

CAREER EDUCATION CONCEPTS: A POSITIVE SELF-IMAGE IS ESSENTIAL FOR SATISFACTION IN THE WORLD OF WORK.

DIVISION OF LABOR AND SPECIALIZATION RESULT IN THE INTERDEPENDENCE OF WORKERS.

SCHOOL IS THE STUDENT'S WORLD OF WORK.

THERE IS DIGNITY AND WORTH IN ALL WORK WELL DONE.

INSTRUCTIONAL OBJECTIVES

The Learner Will:

1. Take pride in his work as evidenced by the completion of tasks to the best of his ability.
2. Demonstrate an appreciation for the work of others by voluntarily assuming some of the duties of workers in the school when presented with the opportunity.
3. Recognize that school is a place for group living.
4. Perceive that school is a place for sharing work and play with others.
5. Differentiate each school worker and his special job.
6. Understand and categorize equipment and supplies used by individual workers.
7. Talk with individual workers and learn about their jobs.

INTRODUCTION TO UNIT

Invite school helpers to visit.

Visit work areas of school helpers.

LANGUAGE ARTS:

1. Discuss with children the different workers. See what they know about these workers and make a list of what they would like to know. Put list on chart.
2. Invite each worker (custodian, bus driver, cafeteria manager, cook secretary, teacher, and principal) to visit and talk about what he does. Let the children direct questions to each worker.
3. Use flannel board figures to match people and their jobs. Ex: Custodian--cleaning equipment.
4. Play match-ups: A puzzle matching people and their jobs.
5. Let one child act out roles of different workers. Let group guess who he is. Provide accessories for children to use.

6. Bring in equipment used by different workers. Let group classify items according to workers.



7. Have children help write a letter inviting the principal to visit. Choose two children to deliver the letter. Children could make pictures of what they like best about school, the building, or the principal. Put them in a book and give to him when he comes.
8. Learn the name of the school and how it looks in print.

9. Play taking a bus trip. Let one child be the driver. See if all children can tell their names, addresses, and number of their bus. One can be a traffic policeman and use stop and go sign.
10. Make a recipe book using favorite snacks the cooks have fixed for them. They might copy a sample recipe. Others could be mimeographed and sent home. This might be a good chance for the children to watch the secretary type and mimeograph one recipe.
11. In cooperation with sixth graders, children can make and use blocks with days of the school week printed on them. Make an extra block saying "Today Is." Children can put this block on correct day of the week.

Monday

Tuesday

Wednesday

Thursday

Friday

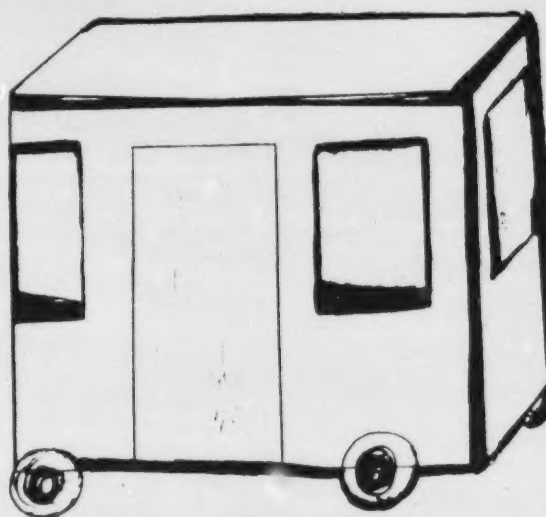
Saturday

Sunday

Today Is

ART:

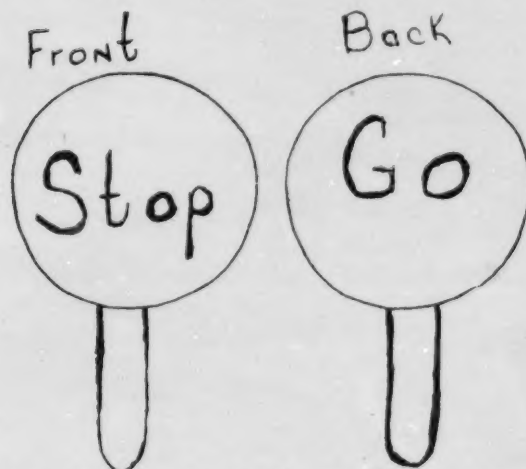
1. Draw a large map of the school. Add names of the teachers and anything else they wish. Put in playground and equipment. Use paint, crayons, sponges. Playground equipment can be made out of pipe cleaners.
2. Make busses out of shoe boxes. Paint each box, add windows and put paper children into the bus. Add cardboard wheels with paper fasteners and use in block play or take home.



3. Pupils may make aprons out of old sheets. Magic markers can be used to put on their names or decorate it any way they wish. Girls can be cooks, boys chefs.

PLANS FOR INSTRUCTION

4. Make hats to be bus drivers; add numbers.
5. Make traffic lights: use either precut circles or let children cut their own; paste green and red circles together with a craft stick in the middle so they can use them. Print "stop" and "go" for them to copy if they wish.



6. Draw with chalk on black-board.
7. Wet chalk painting on paper. Soak chalk in water $\frac{1}{2}$ hour before using. Add 1 teaspoon sugar to water.
8. Let children cut a stencil of designs. Then let secretary mimeograph and have children color each others' pictures.

PLANS FOR INSTRUCTION

9. Soap Painting:

1. Borrow 1 cup liquid soap from custodian.
2. Whip with egg beater. (let children take turns.)
3. Add color as desired. Use paint or food coloring.
4. Use a finger paint.

SCIENCE AND MATH:

1. After visiting the cafeteria and talking to the cooks, let the children make "play dough." They can measure, mix, and color the dough. Then they can play with it at the tables.

Recipe For Playdough

For 10 children

4 cups flour
1 cup salt
1- $\frac{1}{2}$ cups water

Mix dry ingredients. Add water and mix with hands until all the dough comes away from the sides of the bowl. Color may be added to all or part of the dough.

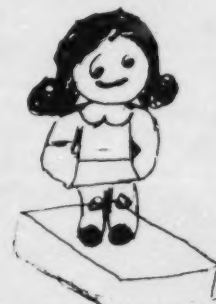
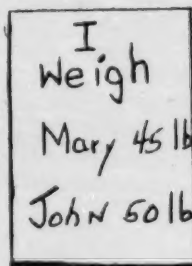
Flat objects may be shaped, put on a baking sheet and baked at 350° for 1 hour.

Keep unused dough in plastic bag.

PLANS FOR INSTRUCTION

2. Learn bus number.
3. Try letting each child estimate how many miles from his house to school. Who lives the nearest? Who lives the most miles away?
4. Work with clocks. See if they know what time their bus comes. Show this on a movable clock. Let them make a clock to match. Also learn time for lunch, playground, etc.
5. Ask cafeteria manager to let children prepare and serve their own snack. Mix frozen orange juice, put peanut butter on their crackers or whatever is available for them to use. Good chance to use one-one relationships while counting out food, cups, napkins, etc. for each child.
6. Have available bottles of liquids used by different school workers and see if they can identify by smell. Secretary--mimeograph correction fluid, custodian--cleaning fluid, cook--vanilla, bus driver--oil, teacher--chalk dust, principal--after-shave lotion.
7. Use school scales to weigh each child and record weight.

PLANS FOR INSTRUCTION



HOUSEKEEPING AND BLOCKS CENTER:

1. Make a school out of blocks have some accessories to use-- a flag, a sign, bendable dolls to dress like workers, children. Children may make signs to identify individual rooms.
2. Portable doll house might be converted into a school or school room. Children could make accessories for the school.
3. Have dress-up clothes available that will stimulate role-playing.

Some might be:

Cooks--aprons, mixers (hand), large pans, large spoons, mixing bowls.

Secretary--empty cartons and cans, typewriter if possible, pencils, desk, telephone.

Custodian--work clothes, cleaning materials.

PLANS FOR INSTRUCTION

PLANS FOR INSTRUCTION

Bus driver---hat.

Principal---briefcase, hat,
tie, desk, telephone, etc.

TRIPS:

1. Visit special rooms of school workers and have them visit kindergarten room. Talk about what to look for before going. Examples: office, storerooms, boiler room, kitchen, music room, science, etc.



MUSIC AND RHYTHM:

1. Use songs about school workers and their jobs.

"The Wheels on the Bus"

"Ten Miles From Home"

"The School Bus"

2. Make up song about different workers and their job using tune of "Mulberry Bush."

Example: "This is the way we
type a letter"
cook the food
sweep the floor
drive the bus
talk on the phone

3. Let the children pantomime different workers to music. Children choose activities to use.
4. Use rhythm instruments to make sounds around the school. (typewriter, mixer, children walking, eating, bells, playground equipment such as swings, see-saw, etc.)

5. Let children show how they walk in school, get on the bus, go out for a fire drill, go through the cafeteria line.

Songs about school activities:

"Alphabet Song"

"In School"

"School Time"



The following pages list resources and materials used to compile
the unit on SCHOOL HELPERS.

RESOURCES AND MATERIALS

BOOKS:

- Adelson, Leone. All Ready For School, New York: McKay Company, 1957.
- Barr, Jene. Good Morning Teacher, Chicago: Albert Whitman & Company, 1957.
- Beim, Jerrold. Andy and the School Bus, New York: William Morrow & Company, 1947.
- Beim, Jerrold. County School, New York: William Morrow & Company, 1955.
- Bucheimer, Naomi. Let's Go to a School, New York: G. P. Putnam's Sons, 1952.
- Elkin, Benjamin. The Book of Schools, Chicago: Children's Press, 1958.
- Greene, Carla. I Want to be a Teacher, Chicago: Children's Press, 1957.
- Hefflefinger, Jane & Elaine Hoffman. About School Helpers, Chicago: Melmont Publishers, 1955.
- Kingman, Lee. Peter's Long Walk, New York: Doubleday & Company, 1953.
- Lenski, [redacted] A Dog Came To School, New York: Henry Z. Walck,
- Ormsby, Virginia. Twenty-One Children, Philadelphia: J. P. Lippincott Company, 1957.

FILMS:

Beginning Responsibility:
Rules At School

Beginning Responsibility:
Taking Care of Things

Library or
Board of Ed.
Library

RESOURCES AND MATERIALS

FILMS: (continued)

Let's Play Fair

Let's Share With Others

Playground Safety

Safety On Our School Bus

FILMSTRIPS:

After School Hours

Day In School

Getting Ready for School

School Community

"New Pupil"

"Our Job In School"

"Our School"

"School Courtesy"

"Part of the Team"

"School Helpers"

SUPPLIES:

Art materials

Equipment for different workers

Match-ups

Ingredients to make "Play Dough"

LIBRARY HELPERS



TITLE OF UNIT: LIBRARY HELPERS

CAREER EDUCATION CONCEPTS: DIVISION OF LABOR AND SPECIALIZATION RESULT IN THE INTERDEPENDENCE OF WORKERS.

THERE IS DIGNITY AND WORTH IN ALL WORK WELL DONE.

THE WISE USE OF LEISURE TIME LEADS TO FULFILLMENT OF SELF IN A RAPIDLY CHANGING TECHNOLOGICAL SOCIETY.

INSTRUCTIONAL OBJECTIVES

The Learner Will:

1. Be able to discuss the work of a librarian.
2. Become aware that a librarian is a "specialist."
3. Learn how to take care of books.
4. Find satisfaction in listening to stories and looking at books.
5. Learn that libraries and librarians are good sources of information and that information comes from books.
6. Be able to tell who writes books and who draws pictures--learn new words--author, artist, librarian, library.

INTRODUCTION TO UNIT

Visit the local library and let each child check out a book. (This may also be a culminating activity.)

Make name tags in the shape of a book.

Have a librarian visit and read a story.

LANGUAGE ARTS:

1. Set up several new books with good pictures on the front. See if the children can guess what the book is about by the pictures.
2. Let those who wish choose a familiar book and tell what is about. Stress talking in complete sentences.
3. Put up four or five familiar books. Have children close eyes. Take one book away. See if they can guess which one is missing.
4. Discuss books and writers. Where do they get their ideas? Do this the day they make their own books.
5. Discuss the work a librarian does. This could come after a story about the library or the filmstrip.
6. Make a list of library rules. Write on a chart. Discuss desirable behavior in the library. Let one child be a librarian and another come and ask for a book.
7. Choose a child to be "Story Lady" and show a book while a record tells the story.



ART.

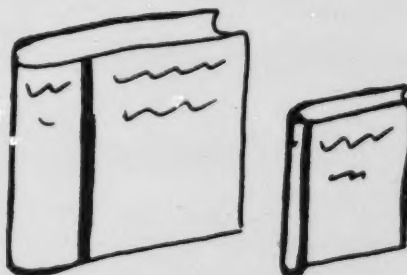
1. Design a cover for a favorite book (Caps for Sale), children pretend they are the artist.
2. Make cards to go in the pocket of the book they choose at the library. Use crayons.
3. Let each child make a book of his own.
4. Try different art media to see how an artist works.
- A. Draw an animal with a magic marker. Sponge paint around it for a different effect.



- B. Cotton swab painting.
- C. Drip painting--use and show some Wildsmith books for design ideas.
- D. Finger painting.
- E. Wet chalk painting.

MATH AND SCIENCE:

1. Look at books and see how they are numbered--sequence.
2. Count number of name tags needed for trip to library.
3. Count number of days until library trip. Use calendar or number line and take off one number each day.
4. Compare sizes of books--big, little, middle-sized, thin, thick. Compare weight of books--heavy and light.



MUSIC AND RHYTHMS:

1. Pantomime walking to the library, looking at books, putting them back.
2. "Wheels of the Bus"--p. 15
Exploring Music Kindergarten
3. "The Library Lady"--p. 54
Singing Fun--songs to go with favorite stories.



RESOURCES AND MATERIALS

BOOKS:

Barr, Jene. Miss Terry at the Library, Chicago: Albert Whitman, 1962.

Bonsall, Crosby. Tell Me Some More, New York: Harper & Row, 1961.

Buchelmer, Naomi. Let's Go to the Library, New York: Putnam & Sons, 1957.

Felt, Sue. Rosa-Too-Little, New York: Doubleday & Company, 1950

Greene, Carla. I Want to be a Librarian, Chicago: Children's Press, 1960.

Sauer, Julia. Mike's House, New York: Viking Press, 1970.

FILMSTRIPS:

The Library

* Public library

The Librarian

* School library or
Board of Education

SUPPLIES:

Puzzle about the Librarian

Favorite books of children

Art supplies--paint, sponges, magic markers, crayons, craft sticks.

POSTMAN



TITLE OF UNIT: POSTMAN

CAREER EDUCATION CONCEPT:

THERE IS DIGNITY AND WORTH IN ALL WORK WELL DONE.

DIVISION OF LABOR AND SPECIALIZATION RESULT IN THE INTERDEPENDENCE OF WORKERS.

INSTRUCTIONAL OBJECTIVES

The Learner Will:

1. Be able to discuss the work of a postman.
2. Be able to answer simple questions about postmen and their jobs.
3. Add new words to his vocabulary: cancel, delivery, parcel post, zip code.
4. Be able to begin to tell what happens to a letter from the time it is mailed until it is delivered.
5. Be able to list the different ways mail is delivered.
6. Learn his address, including zip code.

INTRODUCTION TO UNIT

Have a postman come to visit.

May be used with a Valentine unit.

Visit a post office.

LANGUAGE ARTS:

1. Discuss the work a postman does. Find out if they call their postman or mailman.
2. Look at cancelled letters. Show them where the stamp is always put. See if they know who stamps the letters.
3. Write a letter to someone-- a postman if one visits. Take a walk to put it in the mail box.
4. Use large puppets! Take turns telling what a postman does.
5. Review sound of "P" relating it to postman. List other workers whose names begin the same way.

CREATIVE ART:

1. Make a mail pouch out of heavy white paper, print U. S. Mail on one side and child's name on the other. Save to put valentines in.



2. Make a book of pictures about the Seven Little Postmen. Use magic markers.
3. Make a picture letter to someone in the room.
4. Make stamps to go on their picture letters. Ex: Animals, Flowers, Valentines.

PLANS FOR INSTRUCTION

5. Cover a milk carton and color to look like a mail box or mail truck.



6. Make pictures of postmen, use crayons, paint, chalk.



SONGS AND RHYTHMS:

1. Songs about postmen (see resources).
2. Walk with a heavy load of mail, light load. Walk in a hurry, walk tired.
3. Play "A Tisket, A Tasket." Use a letter to drop.
4. Pretend to skip to a mail box to mail a valentine.

HOUSEKEEPING AND BLOCK CENTER:

1. Add a postman's hat and mailbag to housekeeping center. Furnish 3 x 5 cards for "Letters."
2. Put a toy postman in the block center. Add a mail truck if possible.

RESOURCES AND MATERIALS

BOOKS:

- Beim, Jerrold. Country Mailman, New York: William Morrow Company, 1958.
- Brown, Margaret Wise. Seven Little Postmen, New York: Western Publishing Company, Inc., 1952.
- Colonus, Lillian. At the Post Office, Chicago: Melmont Publishers, Inc., 1958.
- Greene, Carla. I Want to be a Postman, Chicago: Children's Press, 1958.
- Greene, Carla. Where Does a Letter Go, New York: Harvey House, 1966.
- Hastings, Evelyn. About Postmen, Chicago: Melmont Publishers, 1967.
- Hitte, Kathryn. A Letter for Cathy, Nashville: Abingdon Press, 1953.
- Munn, Ian. The Little Mailman of Barberry Lane, New York: Rand McNally & Company, 1962.

FILMSTRIPS:

School Library

- Little Postman of Barberry Lane
- The Post Office Workers
- Edgar, The Eagle - How to Address A Letter

RECORDS:

- Seven Little Postmen

The following page lists songs and supplies to be utilized in the unit on the POSTMAN.

RESOURCES AND MATERIALS

SONGS:

"The Postman"

"Mister Postman"

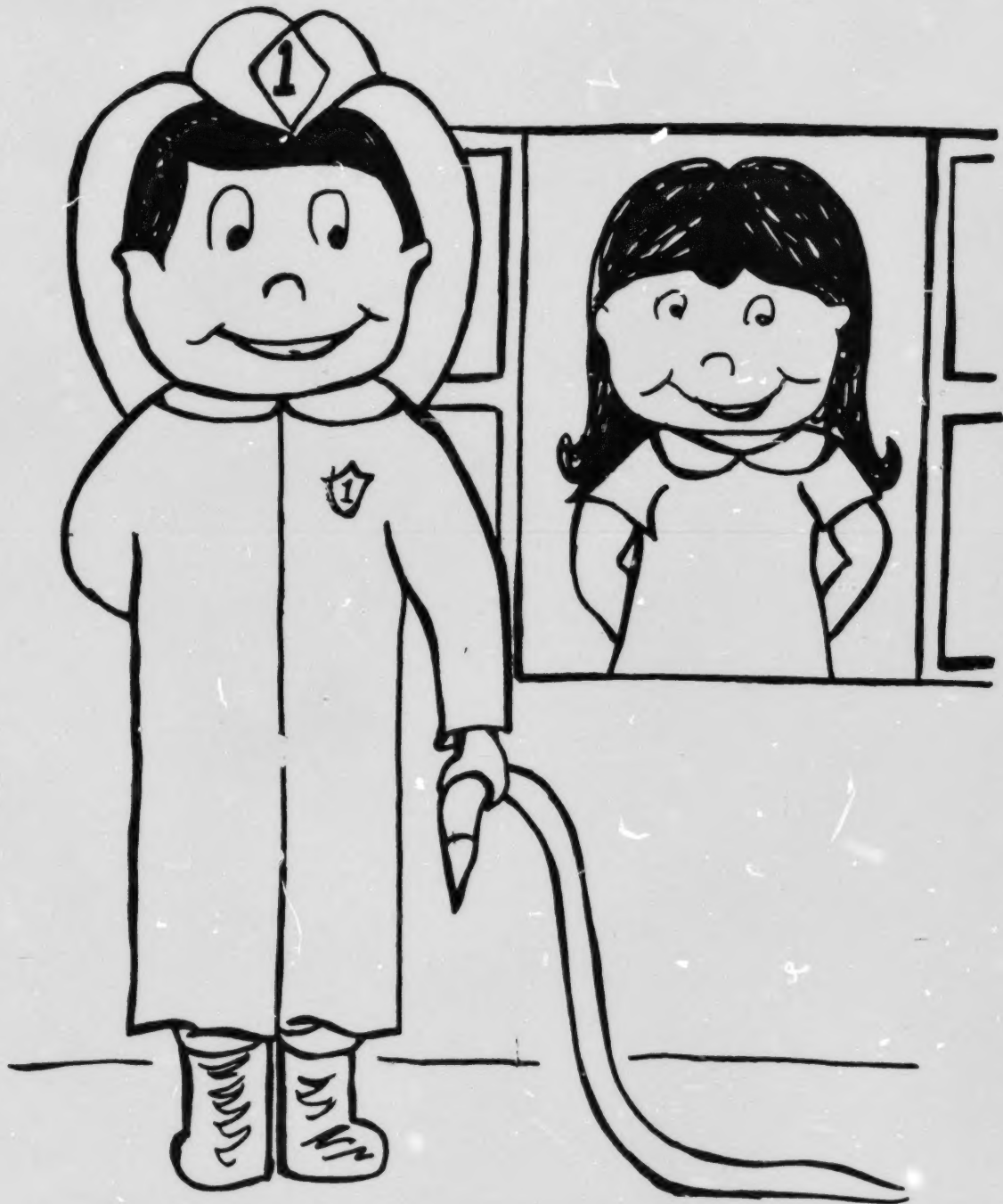
"Sending a Valentine"

"The Postman"

SUPPLIES:

Stamps--New and Old
Letter with a cancelled stamp
Old envelopes and 3 x 5 cards
Art Materials
Milk cartons

FIREMEN



TITLE OF UNIT: FIREMEN

CAREER EDUCATION CONCEPTS: DIVISION OF LABOR AND SPECIALIZATION RESULT
IN THE INTERDEPENDENCE OF WORKERS.

THERE IS DIGNITY AND WORTH IN ALL WORK WELL
DONE.

INSTRUCTIONAL OBJECTIVES

The Learner Will:

1. Be able to discuss the work of a fireman.
2. Realize that a fireman is a specialist.
3. Be able to answer simple questions about firemen and their job.
4. Add new words to their vocabulary: hydrant, ladder, dalmation, pump.
5. Verbally describe the parts of a fire engine and what each does.
6. Understand the importance of the fireman's work.
7. Begin to form some safety rules of his own.

INTRODUCTION TO UNIT

Invite a fireman to visit.

Have a dalmation visit.

Visit a fire station.

LANGUAGE ARTS:

1. Discuss the fire drills and why we have them. Practice a drill.
2. Use large fireman puppet (one with holes for head and arms). Children pretend to be firemen and tell how they help people.
3. Tape-record children talking about the work which a fireman does.
4. Introduce "F" sound. Discuss fires and firemen. Find things in the room that begin with "F" sound.
5. Use ditto game about tracing a path from the fireman to the fire.
6. Look at pictures of firemen. Discuss their equipment and how they use it.
7. Add new vocabulary words: hydrant, ladder, pump, dalmation.
8. Discuss the color red and what it means (danger).
9. Discuss fires--how they start, what to do.
10. Make up a story about fires and firemen. Write on a chart.
11. Discuss good uses of fire--heat, cooking.



PLANS FOR INSTRUCTION

PLANS FOR INSTRUCTION

ART:

1. Make fire hats and badges.
2. Put together a fire truck out of geometric red and black shapes, all ladders, hose, siren, dog.
3. Draw pictures of firemen, fire station, fire trucks, etc., using magic markers.
4. Make fireman puppets out of paper towel rolls. Children draw on features, paste on hat, hair, clothes, arms, legs, whatever they wish.



5. Use red finger paint--make a "larger" picture.
6. Illustrate the story about the big and little fireman.
7. Make fire ladders out of straws.

MATH AND SCIENCE:

1. Put numbers on badges. Be sure they know their number.
2. Count firemen on a flannel board.
3. Discuss what sounds you hear when there is a fire--are they loud or soft?
4. Do an experiment showing why fire needs air to burn. See if they know how a fire is put out.
5. Find out how different things smell when they're burning. Use candles, incense, rubber, wood, leaves. Be sure to use safety precautions.
6. Cook something on an open fire outdoors--hot dogs or marshmallows.



HOUSEKEEPING AND BLOCK CENTER:

1. Add a fireman's hat to house-keeping center.
2. Put a fire truck and fireman in block center.
3. Put toy dalmation dogs in both centers if possible.
4. Put candlesticks and candles in housekeeping corner.



RESOURCES AND MATERIALS

BOOKS:

BOOKS:

- Averill, Esther. The Firecat, New York; Harper & Row, 1960.
- Barr, Jene. Fireman Fred, Chicago; Albert Whitman & Company, 1952.
- Beim, Jerrold. Country Fireman, New York: William Morrow Company, 1948.
- Brewster, Benjamin. First Book of Firemen, Eau Claire, Wisconsin: E. M. Hale & Company, 1954.
- Brown, Margaret. The Little Fireman, New York: W. E. Scott, 1952.
- Bucheimer, Naomi. Let's Go to a Firehouse, New York: G. P. Putnam's Sons, 1956.
- Francis, Alice. Here Comes the Fire Engine, Grand Rapids: The Fideler Company, 1950.
- Greene Carla. I Want to be a Fireman, Chicago: Children's Press, 1958.
- Hefflefinger, Jane and Elaine Hoffman. Fireman, Chicago: Melmont Publishers, 1957.
- Hurd, Edith Thacher. Mr. Charlie, The Fireman's Friend, Philadelphia; J.B. Lippincott Company, 1957.
- Lenski, Luis. Little Fire Engine, New York: Oxford University Press, 1946.
- Meeks, Esther K. Fireman Casey, Chicago: Follett Publishing Company, 1949.
- Palazzo, Tony. Fireman, Save My Cat, New York: Abelard Schuman, Ltd., 1964.
- Zaffo, George. Big Book of Fire Engines, New York: Grosset & Dunlap, Inc., 1964.

RESOURCES AND MATERIALS

FILMSTRIPS:

Johnny The Fireman

School Library

Policemen and Firemen

School Library

RECORDS: RCA

Fire Engine

Little Fireman

Let's Be Firemen

SONGS:

Songs related to:

"Five Little Firemen"

"Playing Fireman"

"We Went To See The Fireman"

"Fire-Truck Song"

MATERIALS:

Fire prevention posters

Art supplies

Fireman puppet

Firehat to wear

Fire truck in Housekeeping center

Food to cook

Material for a fire

Articles for science experiment

Candles, incense, rubber, wood leaves

TRAVEL BY AIR



TITLE OF UNIT: Travel By Air

CAREER EDUCATION CONCEPT: Awareness and Knowledge of Job families is indispensable for locating, assessing, and using information leading to wise career choice.

Division of labor and specialization result in the interdependence of workers.

INSTRUCTIONAL OBJECTIVES

The Learner Will:

1. Learn about small and large propeller airplanes.
2. Learn about the jobs of airport workers including: stewardess, pilot, repairman, control tower operator, weatherman.
3. Become aware that an airport is a place where airplanes can land take off safely.
4. Add new words to his vocabulary about airports. Words: Propeller, Hangar, Runway, Pilot, Stewardess, Wind Sock, Wings.
5. Begin to learn directions East, West, North and South.
6. Demonstrate his knowledge of airports, airplanes, and their workers through group discussions, drawing pictures, role-playing, block building.
7. Be able to identify pictures of pilot, stewardess, radio operator, weatherman, ticket seller, mechanic.
8. Be able to tell the differences between a propeller plane and a jet.
9. Be able to answer simple questions about airplanes, airports, and airport workers.

INTRODUCTION TO UNIT

Trip to a small airport.

Have a pilot visit.

Show filmstrip about planes.

LANGUAGE ARTS:

1. Read and discuss stories about an airplane and airport workers.
2. Dramatize jobs of different airport workers.
3. Use earphones--let two children pretend to be talking to each other on the radio--pilot to dispatcher, pilot to stewardess, instructor to pilot, weatherman to pilot. This can be tape recorded.
4. Discuss things that fly. Make a list of all the things they can think of.
5. Pretend to be going on an airplane trip. What could you see from up high? How would houses look?
6. Use match-ups. Match people and their jobs.
7. Make pictures to go with "Christopher and the Moonbeam Pullers." Relate story in sequence. Other stories can be used.



INTRODUCTION TO UNIT

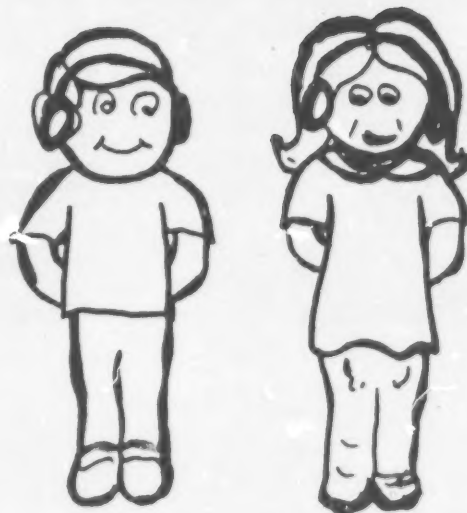
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Have a pilot visit.

Show filmstrip about planes.

LANGUAGE ARTS:

1. Read and discuss stories about an airplane and airport workers.
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PLANS FOR INSTRUCTION

PLANS FOR INSTRUCTION

SCIENCE AND MATH:

1. Count wheels on airplanes.
2. Count engines on airplanes.
3. Count wings on airplanes.
4. Compare sizes of airplanes.
5. Make a wind sock to put outdoors to determine wind direction.
6. Fly balloons to show how air helps things stay up.
7. Make parachutes out of handkerchiefs or napkins and strings. Attach toy man. Take turns dropping from off slide to see how air slows them down. See and use a real parachute.
8. Use an umbrella to show air resistance. Hold it high and pull it down fast.

ART:

1. Loop airplanes--made with loom loops and glued to paper, cotton used for clouds.
2. Airplanes drawn and outline in glue. Place unpopped colored popcorn on glue.
3. Chalk pictures depicting airport workers.
4. Construction project using tongue depressors, craft sticks, glue, scrap materials.
5. Hats--pilot, stewardess--out of paper.
6. Parachutes for science experiment.

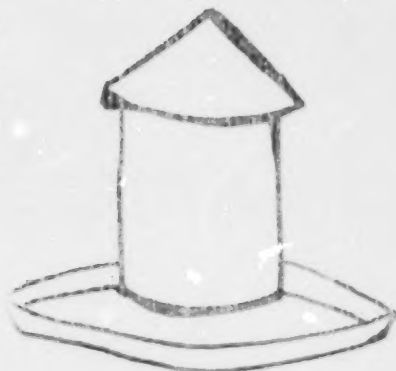


PLANS FOR INSTRUCTION

7. Pinwheels for science experiment.
8. Scrapbook of magazine pictures of airport workers.
9. Clay models of airplanes and airport workers--may be used in an airport constructed of boxes, blocks, if children are interested.
10. Straw blowing on kites to use in science.



11. Put together a rocket. Use paper plate, paper towel roll, triangle paper cup, glue, etc.

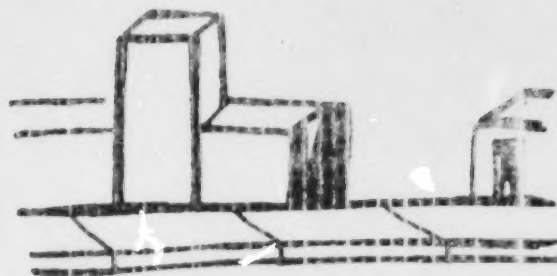


12. Make pictures of the moon using sponge painting.

PLANS FOR INSTRUCTION

HOUSEKEEPING AND BLOCK CENTER.

1. Airports, runways, hangars, made from blocks in block center.



2. Play people dressed as airport workers. Use of pilot and stewardess accessories in dramatic play.
3. Children make the inside of an airplane and play stewardess, pilot, weather man, dispatcher.
4. Lunch served in plastic trays by "stewardess."
5. Add toy airplanes to block center.

RESOURCES AND MATERIALS

BOOKS:

- Ames, Gerald and Rose Wyler. Prove It, New York: Harper & Row, 1963.
- Colontus, Lillian. At The Airport, Chicago: Melmont Publishers, Inc., 1957.
- Greene, Carla. I Want to be a Pilot, Chicago: Children's Press, 1957.
- Greene, Carla. Trip On A Plane, New York: Lantern Press, 1965.
- Lenski, Lois. The Little Airplane, New York: Henry Z. Walck, 1965.
- Pine, Tillie. Air All Around, New York: McGraw-Hill Books, 1960.
- Smith, Marie E. Joe's Story of the Airport, Indianapolis: Bobbs-Merrill Company, 1951.
- Tresselt, Alvin R. Follow the Wind, New York: Lothrop, Lee & Shepard Company, 1950.
- Ungerer, Tomi. Mellops Go Flying, New York: Harper & Row, 1957.
- Zaffo, George. The Book of Airplanes, New York: Grosset & Dunlap, 1951.

SONGS AND RHYTHMS:

"Tiptoe Airplane"

"Airplanes"

"I Rode In a Jet"

"Little Airplane"

"My Airplane"

Songs for the Nursery School

American Singer

Exploring Music

More Singing Fun

American Singer

RESOURCES AND MATERIALS

FILMSTRIPS:

Airplanes At Work

FILMS:

The Busy Airport

RECORDS:

Child's Introduction to Auto
and Airplanes

Trains and Planes

FINGER PLAYS AND POEMS:

"The Little Airplanes"

"Taking Off, Aeroplane"

"Up in The Air"

"Silver Ships"

"Cockpit in the Clouds"

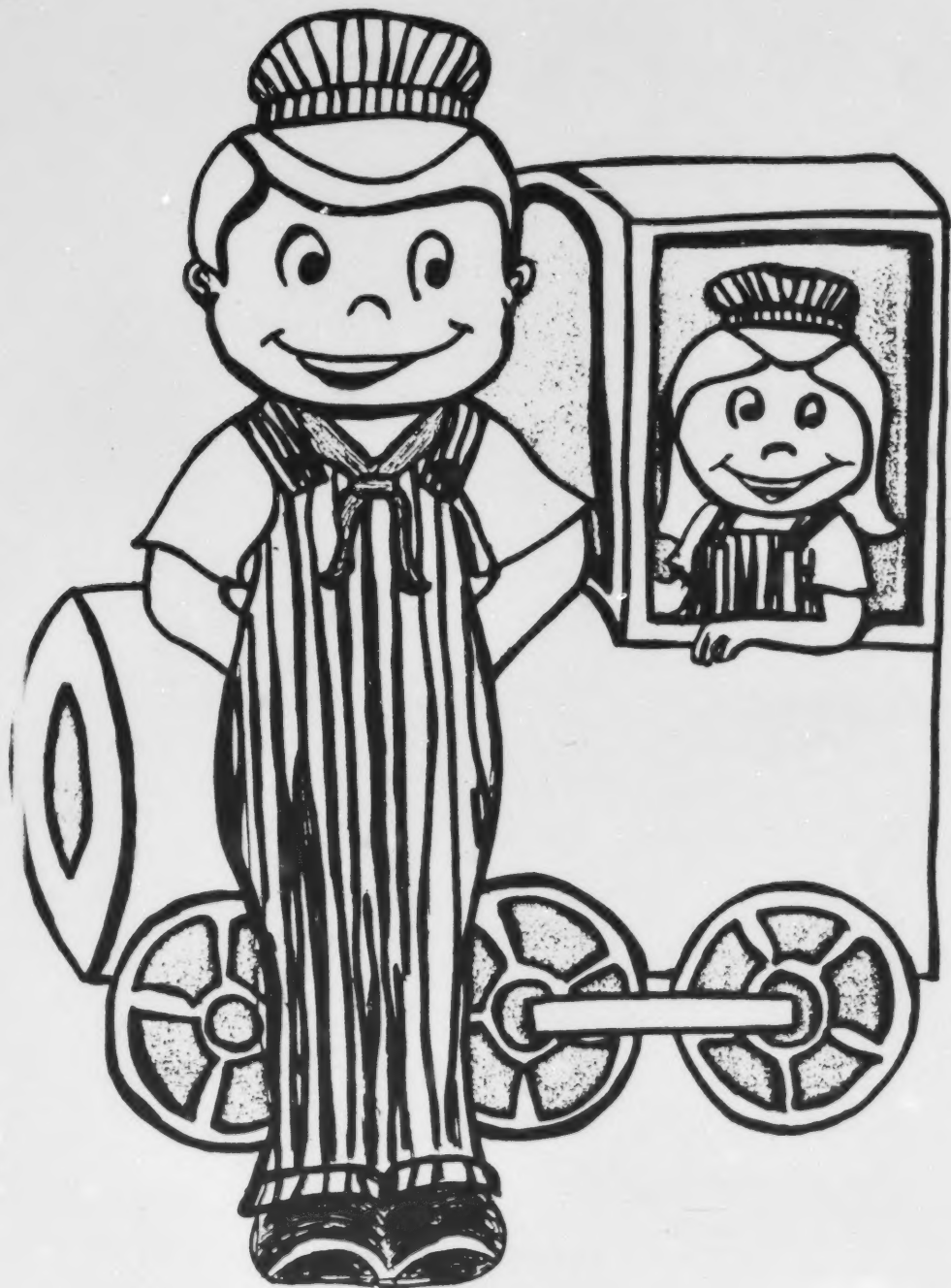
SUPPLIES:

Hats--pilot, stewardess, flagman goggles, earphones. Wooden crate for make-believe airplane.

Balloons, straws, air pump, pinwheel, materials to make parachutes for science experiments.

Pictures of airplanes and airport workers.

TRAINS



TITLE OF UNIT: TRAINS

CAREER EDUCATION CONCEPT: KNOWLEDGE OF JOB FAMILIES IS INDISPENSIBLE FOR LOCATING, ASSESSING, AND USING INFORMATION LEADING TO WISE CAREER CHOICE.

DIVISION OF LABOR RESULTS IN THE INTERDEPENDENCE OF WORKERS IN TECHNOLOGICAL SOCIETY.

INSTRUCTIONAL OBJECTIVES

The Learner Will:

1. Identify train workers and work they do: be able to match the worker to his job.
2. Add new words to his vocabulary. Ex; Engineer, flagman, conductor, engine, caboose.
3. Be able to answer simple questions about trains and train workers.
4. Verbally distinguish between passenger and freight trains.
5. Begin to understand why schedules and time are important.
6. Match types of freightcars and what they carry.
Ex: Hopper car--coal, refrigerator car--frozen food.
7. Understand that trains are one method of moving people and goods from one place to another.

INTRODUCTION TO UNIT

1. Take a trip to a train station.
2. Have a trainman come to visit.
3. Show a movie or filmstrip about trains.
4. Put up pictures of trains.

LANGUAGE ARTS:

1. Listen to records of train stories.
2. Make charts categorizing the different types of cars and freight.
3. Learn workers names and duties.
4. Learn words such as passenger, freight, conductor, etc.
5. Introduce the "T" and "CH" sounds.
6. Write stories about trains.
7. Discuss where trains go and where children would like to go on the train.
8. Discuss what they would pack in a suitcase.
9. Make booklets of new words and pictures.
10. Dramatize workers--ticket takers, engineer, flagmen, etc.
11. Dramatize stories about trains.
12. Make train tickets.

MATH:

1. Count the different types of cars.
2. Count the wheels.
3. Count the different kinds of workers.

INTRODUCTION TO UNIT

1. Take a trip to a train station.
2. Have a trainman come to visit.
3. Show a movie or filmstrip about trains
4. Put up pictures of trains.

LANGUAGE ARTS:

- | | |
|--|---|
| 1. Listen to records of train stories. | 9. Make booklets of new words and pictures. |
| 2. Make charts categorizing the different types of cars and freight. | 10. Dramatize workers--ticket takers, engineer, flagmen, etc. |
| 3. Learn workers names and duties. | 11. Dramatize stories about trains. |
| 4. Learn words such as passenger, freight, conductor, etc. | 12. Make train tickets. |
| 5. Introduce the "T" and "CH" sounds. | MATH. |
| 6. Write stories about trains. | 1. Count the different types of cars. |
| 7. Discuss where trains go and where children would like to go on the train. | 2. Count the wheels. |
| 8. Discuss what they would pack in a suitcase. | 3. Count the different kinds of workers. |

PLANS FOR INSTRUCTION

4. Put numbers on the trains.



5. Discuss the tracks as being parallel lines.

6. Select sets of passenger cars and freight cars.

7. Devise a train schedule. Use lunch schedule for departure time. Use a clock to show time.

8. Weigh the baggage.

9. Use the number line to show distance.

11. Discuss shapes of cars, wheels.

HOUSEKEEPING AND BLOCK CENTER.

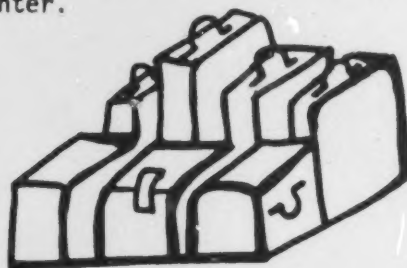
1. Add trains to block center.

PLANS FOR INSTRUCTION

2. Put engineer hats in both corners.

3. Provide a large box in a block corner to use for a train.

4. Put suitcase in housekeeping center.



SCIENCE:

1. Discuss types of trains such as steam, diesel, etc.

2. Demonstrate steam with a tea kettle.

3. Discuss refrigerator and heated cars and demonstrate with dry ice.

4. Use a conveyor belt to load cargo.

5. Make models to explain the movement of the wheels.

6. Show films about how trains move men and freight.

MUSIC AND RHYTHMS:

1. "I've Been Working On The Railroad."
2. "Little Red Caboose"
3. Pretend to be trains going down a track.
5. Paste macaroni on paper to make trains with "cheerio" cereal wheels.
6. Run an electric train; make projects while watching.
7. Make a model train station for egg carton trains. Use cardboard boxes from the grocery store.

ART:

1. Draw a mural of a passenger and a freight train.
2. Construct trains out of egg cartons and circles.
3. Construct trains out of basic geometric shapes.
4. Make trains out of boxes--shoe boxes or ones big enough for the children to get in.
8. Make the cross signals out of craft sticks with clay bases--color with magic markers or crayons.
9. Illustrate a train story. Use magic markers. Put together to make a book.



RESOURCES AND MATERIALS

BOOKS:

- Barr, Jene. Fast Trains! Busy Trains, Chicago: Albert Whitman & Company, 1956.
- Brown, Margaret W. Two Little Trains, New Your: W. R. Scott, Inc., 1949.
- Burton, Virginia L. Choo Choo, Boston: Houghton-Mifflin Company, 1937.
- Evers, Alf. The Little Engine That Laughed, New York: Wonder-Grossett & Dunlap, Inc., 1959.
- Friskey, Margaret. Perky Little Engine, Chicago: Children's Press, 1960.
- Geis, Darlene. The Rattle Rattle Train, New York: Grossett & Dunlap, INC., 1957.
- Greene, Carala. I Want to be a Train Engineer, Chicago: Children's Press, 1956.
- Johnson, Siddle Joe. About the Engineer of a Train, Chicago: Melmont Publishers, 1959.
- Kessler, Ethel. All Aboard the Train, New York: Doubleday & Company, 1964.
- Lenski, Lois. The Little Train, New York: Henry Z. Walck, Inc., 1940.
- MacDonald, Golden. Whistle For the Train, New York: Doubleday & Company, 1946.
- Meeks, Esther K. One is the Engine, Chicago: Follett Publishing Company, 1956.
- O'Hearn, Nita. The Little Caboose, Racine, Wisconsin: Whitman Publishing Company, 1951, MCHLY.
- Piper, Watty. The Little Engine That Could, New York: Platt & Munk, 1935.
- Schlein, Miriam. How Do You Travel, Eau Claire, Wisconsin, E. M. Hale & Company, 1954.

RESOURCES AND MATERIALS

BOOKS:

Steiner, Charlotte. The Little Train That Saved The Day, New York: Wonder-Grosset & Dunlap, Inc., 1961.

Tascon, Edith. A Train For Tommy, New York: Wonder Books, Inc., 1962.

Zaffo, George J. The Big Book of Real Trains, New York: Grosset & Dunlap, Inc., 1963.

FILMSTRIPS:

Transportation

Transportation and Communication

Story of Trains

Land Transportation

Fun On Wheels

Random House

"Choo , Choo"

"The Little Switch Engine"

Transportation: Our Railroads

Random House

"Tracks, Yards, & Signals"

"The Work Trains"

"From Engine to Caboose"

"Railroads Are People, Too"

FINGER PLAYS AND POEMS:

"The Engineer"

Time for Poetry

"The Way of Trains"

Time for Poetry

"Trains at Night"

Time for Poetry

"Trains"

Time for Poetry

"The Subway Train's Story"

Time for Poetry

"The Freight Train"

Time for Poetry

ANIMALS OF THE ZOO



TITLE OF UNIT: ANIMALS OF THE ZOO

CAREER EDUCATION CONCEPT: KNOWLEDGE OF JOB FAMILIES IS INDISPENSIBLE FOR LOCATING, ASSESSING, AND USING INFORMATION LEADING TO WISE CAREER CHOICE.

INSTRUCTIONAL OBJECTIVES

The Learner Will:

1. Discover the different sizes and shapes of zoo animals.
2. Gain specific knowledge about the care and feeding of zoo animals.
3. Identify common zoo animals and their original homes.
4. Match baby zoo animals with their parents and know some of the correct names.
5. Increase vocabulary by learning new words associated with the zoo and zoo animals.
6. Be able to recognize 10 zoo animals by the sounds they make.
7. Begin to learn concepts pertaining to size and weight by comparing zoo animals.
8. Become familiar with the services and duties of persons involved with the running of zoos.
9. Be able to describe the differences between wild and tame animals.
10. Find out who gets the animals for a zoo.

INTRODUCTION TO UNIT

Visit a zoo.

Invite a zoo keeper to visit-and bring a zoo animal if possible.

Show films and filmstrips about zoo animals.

LANGUAGE ARTS:

1. Read stories about zoo animals and let children discuss them.
2. Let the children tell about their favorite zoo animals. Tape record if possible. They may want to use animal puppets they have made. Some children talk easier if they talk through a puppet.
3. Use the flannel board to classify animals and put into categories: wild-tame, tall-short, light-heavy, mammal-non-mammal, fur-feathers.
4. Discuss workers involved with zoo animals. Find out what work they do. This may include the people who trap the animals and discussion about how this is done.
5. Find out what wild animals are on the endangered list (becoming extinct). Children may want to help write a letter to someone connected with passing legislation to protect our wildlife.
6. Make a list of rules before going to the zoo. Be sure children understand why they cannot pet wild animals-also that wild animals cannot be tamed.
7. Discuss television programs that feature wild animals. Discuss which are true portrayals of wild animals and which are not. Ex.: True--"Wild Kingdom," "Animal World," "Pet Set," "Disney Wildlife Series." Not True--Walt Disney make believe stories about wild animals, "Daktari," "Tarzan," "Chimp and Me."

PLANS FOR INSTRUCTION

8. Make up riddles about zoo animals. Take turns giving a riddle and guessing a riddle.
9. Make up a list of questions to ask the zoo keeper.
10. Learn the names of 8-10 common animals. Be able to match the printed name on a card to the printed name under the animal. Take turns matching names.
11. Practice identifying zoo animals by the beginning sound of their names. This is a good way to reinforce beginning sounds if you have been presenting them to the group. Give each child a picture of a zoo animal that begins with a sound the children are familiar with. See if they can guess the right sound. Be sure this is done without pressure but as a game. Some animals might be: Seal, Penguin, Lion, Tiger, Kangaroo, Bear, Monkey, etc.
12. Talk about how the different animals feel to touch. Reading "The Blind Men and The Elephant" is a good way to start this discussion.

PLANS FOR INSTRUCTION

13. Encourage the children to bring in stuffed toy wild animals. Put them on the science table and make a label to go with each animal. Children can mix up labels and play a game putting them back correctly.
14. Encourage children to express their natural fear of wild animals. Discuss why it is good to have a "healthy" fear of wild animals. Children need to know why they can't pet them. Explain how wild animals protect themselves.
15. Learn new vocabulary words as they relate to zoo animals. Ex.: Trunk, Curved, Enclosure, Tusk, Mane.



PLANS FOR INSTRUCTION

MATH AND SCIENCE:

1. Count and compare the numbers of legs different zoo animals have.
2. Put zoo animals into sets on flannel board.
3. Make a number line showing the number of days until a trip or visit. Take away one number each day.
4. Find out about the natural habitat of some of the zoo animals. What would the zoo need to provide to keep these animals healthy and happy? Use films, filmstrips, and pictures.
5. Discuss the coverings of different animals and how they feel. Ex.: Elephant--rough, llama--soft, seal--slippery, alligator--scaly.
6. Play records containing the sounds of different zoo animals. See how many the children can guess.

PLANS FOR INSTRUCTION

7. Let children demonstrate fast and slow animals by having a race. Choose two children to be in the race. One chooses a slow animal, one a fast animal. Remind them to race as if they were that animal.
8. Taste some of the food that both people and wild animals like. Ex.: peanuts, bananas.

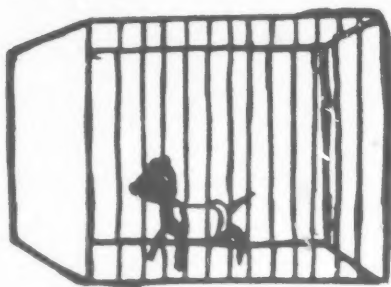
BLOCK AND HOUSEKEEPING CENTER:

1. Add rubber wild animals to block center; also boxes to use for cages, along with blocks.
2. Add articles to housekeeping center that children or adults might need to take a trip to the zoo. Ideas: picnic basket, play money, new dress-up clothes (both men and women).
3. Make animal puppets available to use in either center.



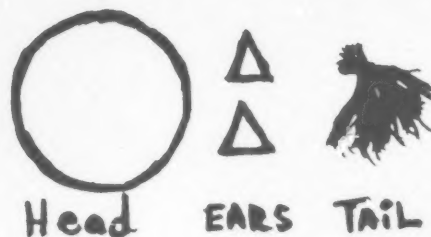
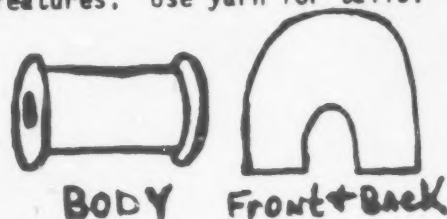
CREATIVE ART:

1. Make crayon pictures of different zoo animals.
2. Use potters clay to make animals. Paint when dry.
3. Put together pre-cut geometric shapes to make animals. Paste on colored paper.
4. Sponge paint and string paint zoo animals.
5. Draw a favorite zoo animal, then sand paint.
6. Make cages out of shoe boxes. Paint box, put in spool animal, attach bars of string, yarn, paper or pipe cleaners.



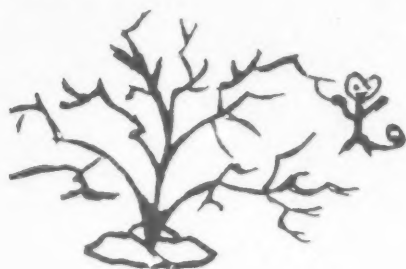
7. Make animal puppets and put on craft sticks. Use in dramatic play.

8. Use spools for animals. Paint spool color of animal. Use paper shapes on back and front. Add head, tail, ears, and other features. Use yarn for tails.



9. Use electrician's wire and bend into animal shapes. Attach finished product to board or paper plate.
10. Use paper plates to make animal faces. Add features of yarn, geometric shapes, buttons, pipe cleaners, cotton, etc.
11. Use wood shavings and sawdust to make a lion. Draw lion, apply glue, and shake on sawdust.

12. Use printing blocks that have animals on them. Make background paper for pictures painted or drawn of zoo animals. Manila paper or newsprint works well for this.
13. Make a scrapbook of zoo animals. Classify pictures by labeling pages: Big Animals, Little Animals, Jungle Animals.
14. Make a seal pond. Cut out black seals and put in a "pond" on the bulletin board.
15. If you keep a tree that changes with the seasons, you can make monkeys to hang on the limbs. A real limb, stuck in the sand or rocks, makes a good tree.



16. Make cages and animals using net and straws. The net is the kind that potatoes and onions come in.
17. Make a snake by cutting a circle into a spiral. Add eyes, mouth, fangs, and color.

18. Make a zebra. Draw a zebra on black paper; glue on white beans for stripes.

MUSIC AND RHYTHMS:

1. Songs

- A. "Baby Alligator," "The Camel," "The Elephant," "Five Little Alligators," "The Giraffe," "Happy, The Kangaroo," "Panda," "Squeaker At The Zoo." p. 61-75 Music For Young Americans.
- B. "A Fat Hippopotamus," "A Camel," "A Seal," "The Giraffe." p. 65-71 Music For Young Americans.
- C. "Upon An Elephant's Back," p. 9 Exploring Music, Kindergarten.

Other Suggestions

- A. "The Bear Went Over The Mountain," Folk Song - Songs To Sing With The Very Young.

2. Rhythms

- A. Pretend to be different zoo animals. Use piano or records for music.
- B. Play "Train To The Zoo." Line up chairs and pretend to be a bus going to the zoo.
- C. Mark off "Cages" on the floor with chalk. Let children be different animals at the zoo. Other children come to watch the animals

RESOURCES AND MATERIALS

BOOKS:

Blough, Glenn O. When You Go To The Zoo, New York: McGraw Hill Company, 1955.

Daugherty, James. Andy And The Lion, New York: Viking Press, 1970.

Ets, Marie. In The Forest, New York: Viking Press, 1944.

Fatio, Louise. The Happy Lion, New York: McGraw-Hill Book Company, 1954.

Freeman, Don. Dandelion, New York: Viking Press, 1964.

Greene, Carla. I Want To Be A Zoo-Keeper, Chicago: Children's Press, 1957.

Lopshire, Robert. Put Me In The Zoo, New York: Random House, Inc., 1970.

MacIntyre, Elizabeth. Mister Koala Bear, San Francisco: Tri-Ocean, Inc., 1965.

Meeks, Esther. Something New At The Zoo, Chicago: Follett Publishing Company, 1957.

Payne, Emmy. Katy No-Pocket, Boston: Houghton-Mifflin Company, 1944.

Peet, Bill. Randy's Dandy Lions, Boston: Houghton-Mifflin Company, 1964.

Purcell, John. True Book of African Animals, Chicago: Children's Press, 1954.

Quail, Dave. The Little Lion, Eau Claire, Wisconsin: E. M. Hale and Company, 1953.

Rey, Hans. Curious George, Boston: Houghton-Mifflin, 1957.

Dr. Seuss. If I Ran The Zoo, New York: Random House, 1950.

Sutton, Felix. The Big Book of Wild Animals, New York: Gosset and Dunlap, Inc., 1954.

This Career Education Unit can be integrated into Language Arts, Art, and Music especially for K-3.

(PUBLIC SERVICES CAREER)

Adapted from unit written by
Laurie L. Plummer
Dunn Avenue School

"COMMUNITY WORKERS"

INTRODUCTION

Implementation of the Career Development approach will offer decision making practice for students. They will stimulate some self evaluation on the part of the students. This unit will seek to introduce the students to the various kinds of workers found in their community.

The career development methods being used in this unit include the utilization of resource persons, field trips, role playing games, and books. Through these sources the child should benefit in a positive way from the social interaction and involvement with others. This unit will further present students with information concerning a wide variety of school-related occupations by involving them in activity— centered learning Processes. It will also serve to acquaint the student with the world of work by stimulating his interest in the workers he may see from day to day. Various readiness skills and activities are incorporated with career education information in order to prepare the child for his school life; giving him a clearer understanding as to why he is in school too.

I. OBJECTIVES

A. General

1. To help the children learn to work cooperatively with others.
2. To stimulate student respect for persons regardless of their occupations.
3. To broaden the students knowledge of the world of work.
4. To increase the students' knowledge of his role in relation to the community.

B. Specific

1. Upon completion of this unit, students will be able to recognize pictures of school workers and indentify the role depicted with 70 percent accuracy.
2. To associate pictures of community workers with actual "tools" of their trade with 70 percent accuaracy.
3. To describe the duties associated with at least 5 community workers.

II. CONTENT

School helps us prepare for work as adults. The workers in our neighborhood help us and themselves to be comfortable and happy. The workers in our neighborhood use a variety of different types of clothing. There is a large variety of workers in our community, such as the mailman, policeman, grocer, fireman, and sanitation worker. They are an integral part of the community and function best when they serve. A need will always exist for some type of workers in the community.

III. MOTIVATIONAL ACTIVITIES

- A. Create a bulletin board of the various workers in the community. Discuss the bulletin and allow the students to help prepare the board.
- B. Place books of various community workers on display in the book corner. Select from these books to read during story time.
- C. Watch "Sesame Street" and draw special attention to the community workers in this series.

IV. STUDY ACTIVITIES

- A. Encourage verbalization and interest in writing the spoken word by starting individual scrap books of pictures of people working, cut from magazines, as each child describes the pictures you write or let the student write it under the pictures.
- B. During "Staff Week" discuss the policeman's role in traffic directing. Students draw badges on construction paper and cut them out. Attach the badges in some manner to construct a policeman's belt.
- C. Allow the students to Role Play the parts of the workers in you school by spending some time in observation of the person that interest him.
- D. The students may also Role Play using dress ups, play money, empty food cartons, and play grocery store.
- E. Hats, tools, and uniforms of different workers can be matched on little felt board characters.
- F. Catalogues and magazines maybe used to set up a matching game so students can match tools he uses and/or the place he works.
- G. Make a milk truck from card board cartons or make a model of a store
- H. Study the different ways we make a living in your community.

2. Visit the neighborhood firestation, drug store, supermarket, or other businesses.

V. RESOURCES

- A. Invite as consultants to speak to the class such workers as a fireman, school principal, school secretary, school building engineer, school nurse, and parents who are willing to discuss their jobs with the children.
- B. Books:
 - "I Know A Grocer" --- Henroid, Lorraine
 - "What Is It For?" ---Humphrey, Henry
 - "When I Grow Up" --- Bethell, Jean
 - "Curious George Takes A Job" ---Rey, H. A.
 - "Dear Garbage Man" --- Lion, Green
 - "A B C of Buses" --- Shuttlesworth, Dorothy
- C. Filmstrips
 1. Educ-craft Corporation, Elem. occupational filmstrips, "Willie the Worker Watcher - Mail Delivery, Dairy Products Delivery, Supermarket, and Service Station.
 2. Eye Gate House Inc., "Social Studies Rhymes for the Very Young-Community Helpers,"
 3. Records: A.A. Records Inc., Golden Record. "A Golden Treasury of Mother Goose and Nursery Songs - When I Grow Up."

VI. EVALUATION

A. Oral

1. Have children match orally pictures of workers to their titles.
2. Have students name orally occupations directly involved schools.
3. Ask motivating questions to inspire discussion of school related activities.
4. Ask students orally identify various "tools of trade" of school related occupations.
5. Ask student to describe duties of at least four (4) school related occupations.

B. Examination by observation

1. Observe children for changes in attitude toward school related activities, and look too for any change in attitude in the world of work.

2. Observe communications skills, and flexibility of students.
3. Observe to see if the student has any strong signs of individual self-images.

This Career Education Unit can be integrated into Mathematics, Language Arts, Art, Science, and Health especially for K-3

(PERSONAL SERVICES CAREER)

Adapted from unit written by
Ella Mills

"THE WAITER OR WAITRESS"

INTRODUCTION

A unit on the Personal Services Cluster may be done on any grade level, but it seems particularly appropriate for K-3 level in that students in these grades enjoy role playing. There is a growing awareness of the various activities around them. Many workers in this area are around them such as their parents serving them and cafeteria helpers. Thus the students have an established familiarity with many of the occupations in this field. This will give the teacher good bases for motivation.

I. OBJECTIVES

A. General

1. To establish within the student an appreciation for the contribution of this type of worker to the total society.
2. To enable the student to think in terms of his future role in the world of work.
3. To acquaint the student with careers in the occupational cluster of personal services.

B. Specific Objectives

1. The students will be able to demonstrate the duties of waiter or waitress by taking turns serving classmates.
2. The students will be able to discuss the routine duties of the worker featured in this unit.
3. The students will be able to properly set a table by using a model to do so.
4. The students will be able to solve simple math problems relating to the work of the waiter or waitress.
5. Student will be able to demonstrate his or her knowledge of nutrition by writing menus.

II. CONTENT

There are numerous and varied hospitality occupations. The students will have an actual experience in the world of work. The future world of work is a reality for students. This unit will acquaint the students with careers in the occupational clusters of personal services. It will further establish within them an appreciation for this type of service. Thus, the personal services area is most important in our modern times.

III. MOTIVATIONAL ACTIVITIES

- A. Discuss the meanings of the word waiter and waitress. Using the dictionary establish a substantial meaning of the terms.
- B. Show a filmstrip, "At Your Service" and emphasize the jobs of the waitress and waiter. You may also show the kinescope entitled, "Public Service Workers". This kinescope is available from your elementary consultant in the area office.
- C. Have an open discussion on, "How can learning in school help insure success in getting and keeping a job. Make a chart listing the comments that students make regarding this topic.
- D. Make, with the assistance of the class, an appropriate bulletin board depicting the roles of the waitress and waiter.

IV. STUDY ACTIVITIES

- A. Have students observe for one week how food is served in all places that they visit. Ask for volunteers and discuss daily what was observed.
- B. Discuss the personal and physical features that would be good for a waiter and waitress as well as the availability of these jobs. Use the newspaper as a major source of reference.
- C. Obtain a volunteer committee to do research and make charts, posters and collages on several kinds of jobs associated with restaurant workers.
- D. Locate a waiter or waitress to serve as a resource person to come and visit your class.
- E. Prepare a classroom display of books and magazine articles that relate to this particular career cluster and food service area.
- F. Using the newspaper, clip, collect, and gather materials to form a type of occupational scrapbook.
- G. Make a vocabulary list of terms most frequently associated with these workers.
 - 1. Play "Charades" using some of the vocabulary words
 - 2. Have a spelling bee using the vocabulary words.
 - 3. Using a worksheet of sentences using scrambled words in sentences. This may be used as a class activity or an evaluation tool.
 - 4. Write letters to the resource persons thanking them for coming to the class and talking to the students.
 - 5. Make drawings of different types of table settings.

6. Make your room a store front and your class could have a restaurant, this would involve all pupils.
7. Make a collage of foods served in your restaurant.
8. Study the different types of preventative shots, immunizations, blood tests, and health examinations.
9. Study the various types of instruments used to examine blood pressure and temperature. Consult you SPAN curriculum guide for Health occupations as a reference.

V. RESOURCES

- A. Books and magazines
- B. Resource persons in the field
- C. Filmstrip "At Your Service"
- D. China, silver, crystal, table cloth, and napkins

VI. EVALUATION

- A. Observation of the students during the time.
- B. Open discussion on routine duties of the waiter and waitress.
- C. Unscramble terms used during the unit. (vocabulary activity included)
- D. Review orally what has been covered in the unit. By doing so clear up any misconceptions that they may have.
- E. Set the table properly for four.
- F. Make a list of foods and let the students plan a menu and write it using the correct format.

VOCABULARY ACTIVITY

Unscramble the words and fill in the blank.

1. The customer pays additional money called _____ for excellent service. (spit)
2. A waiter or waitress makes a standard amount of money called a _____ . (lasary)
3. The clothing of the waiter or waitress is called a _____ (funiform)
4. The charged for food and services are recorded on a _____. (dap)
5. The food is brought to the table on a _____. (yart)
6. A _____ is the chief waiter. (deah reiatw)
7. A _____ is the chief waitress.(deah rwaitess)
8. The waiter or waitress gives good _____ to the customer. (viceser).
9. Some pieces of ching, silver, and crystal are placed on a table in an orderly manner and are called a _____. (cepal gettins)
10. A _____ can be either cloth or paper. (kinnap)
11. Rotating hours worked by a waiter or a waitress is called a _____ (sifht)
12. _____, _____, _____, _____, and _____ are the five characteristics of a waiter or waitress. (tecourous, tneiciffe, fulpectser, elbaddenep, tealr)
13. The _____ is the cost of a meal. (bat)
14. A _____ is required by the board of health for all waiters and waitress. (htleah maxe)
15. The _____ is a test for tuberculosis. (lintubercu sett)
16. A _____ is a man who serves food. (retwai)
17. A _____ is a woman who serves food. (ssertwai)

18. The _____ is the one who is buying food from the waiter or waitress. (remotsuc)
19. The person who collects money, makes change and puts money in the cash register is called a _____. (hachrei)
20. Plates, bowls, cups, and saucers are called _____. (anich)
21. _____ is the forks, spoons, and knives. (verlis)
22. The glassware on the table is called the _____. (stalcry)
23. Calling in advance and asking for a special place to dine is called making _____. (servaresniot)

This Career Education Unit can be integrated into Arithmetic, Art, Language Arts, Social Studies especially for grades K-3.

(PUBLIC SERVICES CLUSTER)

"MY HOME AND MY SCHOOL"

INTRODUCTION

This unit will help the students grow in their understanding of home and school. It will instill within them an appreciation of how people are dependent upon one another for needed goods and services. Students must realize and understand the responsibilities of each person in the home and school.

I. OBJECTIVES

A. General

At the end of one year, through sequential exposure to tapes, filmstrips, occupation kits, resource people etc., students in grades K-3 will demonstrate an awareness of self as revealed by locally-made evaluative tools; and an awareness of the world of work in their immediate and community environment as revealed by locally made evaluative tools.

B. Specific

Upon the completion of the unit, My Home and My School, 50% of the K-3 grade students will be able to identify a picture of the tools or equipment with which that person is associated.

Upon completion of the unit, My Home and My School, 50% of the K-3 grade students will be able to state orally, one reason why each home or school worker is important to the community.

II. CONTENT

- A. The home is the center of family life.
- B. The family is a social unit.
- C. The family group is composed of a mother, father and children.
- D. The various activities of individuals in the family.
- E. The children make a contribution to family welfare.
- F. Real cooperation means doing the daily necessary tasks.
- G. Each member should be respected as an individual.
- H. Work is socially desirable and economically necessary.
- I. There are many different jobs and services performed at school.
- J. Everyone has responsibilities to the school which he attends.

- K. Every school worker performs an important job or service.
- L. Health and safety rules are needed at home and school.
- M. We could not get along very well without our schools.
- N. Respect for authority and discipline is necessary at home and school.
- O. Each home or school worker is associated with certain tools or equipment.

III. MOTIVATIONAL

- A. The children can play with the exhibits and examine the pictures and books. After this, the sharing period can be spent raising answering questions about the helpers, their jobs, responsibilities, and the students' responsibilities at home and school.
- B. Read books about home and school.
- C. Choose a film or filmstrip such as "School Bus and You", or "School Children", to show to the class. Have a short discussion period after the film to talk about what was seen in the film. This activity might be a good stimulus for an oral language activity such as class sharing of personal experiences and feelings about school and school workers.
- D. Bring in a map or design of the school plant and initiate a discussion related to the various departments seen in the design. Talk about the work that is done in the various departments, the people who do the work and how these people serve the students. After the discussion, bring in cardboard boxes, clay, wood scraps or other building materials and have the class begin building their own model school.
- E. Gather and display various "tools" of school workers and call the class' attention to the display. Some "tools" that might be used are the teacher's pencils, chalk, record books and stencils; the mixing spoons, forks and bowls of the cafeteria workers; the steno pad, pencil and attendance book of the school secretary; the gloves, broom and other equipment used by the custodian. These could be used in role-playing activities.
- F. Bring in pictures of various school workers, charts of school organization, posters, etc., and make a bulletin board or display in one corner of the room. Call the class's attention to the display and have a short discussion period related to the material.
- G. Bulletin board or flannel board on home and school. Display of books related to unit topic. Letters inviting parents to tell about their work. Songs and class discussion.

IV. STUDY ACTIVITIES

A. Arithmetic

1. Using play money to count lunch money
2. Number the pages of their individual booklets.
3. Count all of the parents in related occupations.
4. Count all of the duties mother does at home.
(other workers could substitute for mother)
5. Count the number of members in their family.
6. House number.

B. Language Arts

1. Read books.
2. Write original poems and riddles.
3. Make individual booklets containing new vocabulary learned relating to unit oral discussion.
4. Role playing the different home and school workers.
5. Game (dramatize) "What Do I Do" and "Who Am I?"

C. Art

1. Construction of family.
2. Constructing "Add-a-helper-train"
3. Drawing and coloring pictures of family members and school workers.
4. Drawing and coloring a mural on the school and its workers.

D. Social Studies

1. Children might make a large map or mural of their school and the school workers.
2. Children might make a map from school to home.
3. Have student home projects - one duty to carry out for a one-week period. Example: empty garbage, tidy up room, etc., and report to class on project.

E. Personnel Listings of School Workers

1. Classroom teachers
2. Principal
3. Visiting teacher (social worker)
4. Physical education teacher
5. Art and music teachers
6. Superintendent
7. School psychologist
8. Counselors
9. Speech teachers
10. Teacher aides/paraprofessionals
11. Librarian
12. Secretaries and office workers
13. Dietician
14. Cafeteria workers
15. Custodian and staff
16. Bus driver
17. School policemen (crossing guards)
18. Patrolmen
19. School nurse
20. Nightwatchman

F. Inside Positions with Moderate Physical Activity

1. Teachers
2. School nurse
3. Principal
4. Office personnel
5. Art and music teachers
6. Speech teachers
7. School psychologist

- 8. Counselors
- 9. Teacher aides/paraprofessionals
- 10. Librarian
- G. Inside Positions with more Physical Activity
 - 1. Dietician
 - 2. Cafeteria workers
- H. Inside - Outside Positions with more Physical Activity
 - 1. Physical
 - 2. Custodian
 - 3. School Policeman
 - 4. Bus drivers
- I. Outside Positions with Physical Activity
 - 1. Nightwatchman
 - 2. Crossing guards
- V. Resources
 - A. Books, pictures
 - B. Slides, films, filmstrips
 - C. Resources people
- VI. Evaluation
 - A. Review what has been covered in the unit
 - B. Let the children discuss the duties of each of the school workers and home workers they have studied.
 - C. Clean up any misconceptions that they may have.
 - D. Administer the objective test and other worksheet activities.

ACTIVITY SHEET

I

Letter to Parents

HI PARENTS!

The children of the (K-1, 2, 3rd) grade class would like to invite you to take part in our year's program.

Would you like to help us?

Who?

Yes, you!



Tell us about your job
how it affects us.

We are very interested and
will give you undivided
attention.

_____, will gladly tell you about my job.

_____ Time

_____ Place or Room

_____ Date

(Might be written by students)

Teachers' Statements for Objective Test

Read each description and give student time to place correct letter in the appropriate box, or read the statements to the students and answers, allow the students to respond.

- A. Mother helps us. She sews and mends our clothes.

Put an A in the box which shows pictures of things a mother uses.

Wait for response

- B. A teacher uses many things to help students learn.

Put a B in the box which shows pictures of things a teacher uses.

Response-

- C. The school nurse checks our eyes. She sometimes takes our temperature. She helps us stay healthy.

Put a C in the box which shows pictures of things the school nurse uses.

Response-

- D. The school bus driver takes good care of the bus we ride to school. He drives carefully and gets us there on time.

Put a D in the box which is a picture of something the school bus driver uses.

Response-

- E. The lunchroom worker spends a great deal of time preparing the food we eat at school. She puts the food out on our plates.

Put an E in the box which shows pictures of things the school lunchroom worker uses.

Response-

- F. The school crossing guard stops the traffic for us to cross the street. Most crossing have a stop sign.

Put a F in the box of pictures showing things used by the crossing guard.

Response-

G. Father works hard to bring home the money to buy things for the family.
He sometimes fixes things at home.

Put a G in the box of pictures which shows things fathers might use.

Response-

Then collect papers or make final comments

ACTIVITY

MY HOME AND MY SCHOOL

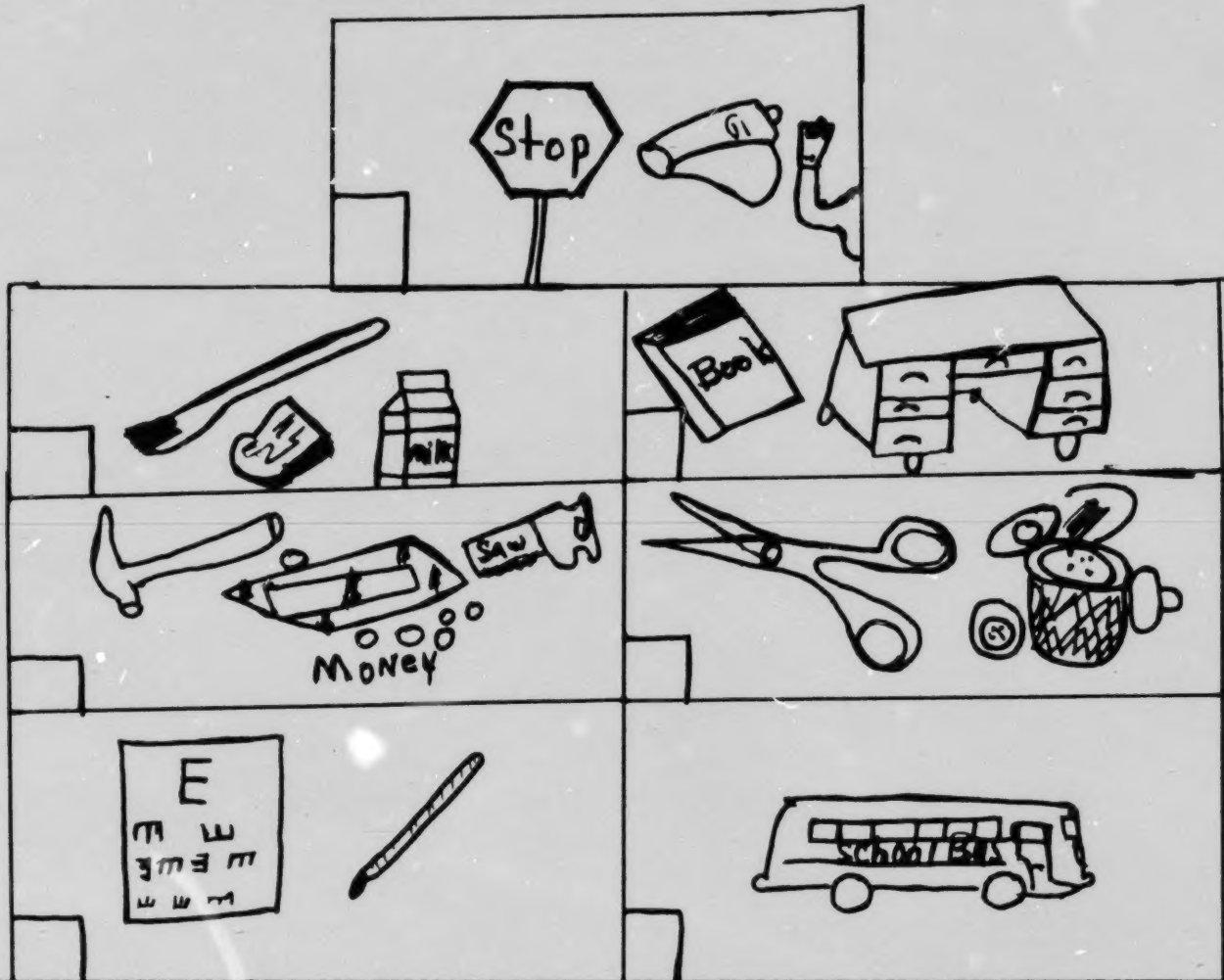
PART II

Objective Test

Student Name _____ Grade _____ School _____ Boy _____ Girl _____ Age _____

(LISTEN FOR TEACHER'S DIRECTIONS)

Teacher's Name _____



THIS SHEET IS TO BE FILLED IN COMPLETELY AND THEN TURNED IN TO THE CAREER RESOURCE TEACHER. SHE WILL PICK UP THIS SHEET TO BE USED IN THE EVALUATION OF THE PROGRAM.

This Career Education Unit will be integrated into Language Arts, Arithmetic, Social Studies, Music, and Art especially for K-3.

(PUBLIC SERVICES CAREER)

HOSPITAL WORKERS

INTRODUCTION

This has been compiled to assist you in directing today's youth into the challenging and rewarding careers available in the health field. Expected to be the number one employer in the 1970's the health field offers service, opportunity, challenge, advancement, and salary commensurate with other fields. Trends of our growing population advances and changes in medicine and health care delivery and the emergence of new career area focus on the great need for additional qualified people in health.

I. OBJECTIVES

A. General

1. Students will demonstrate an awareness of self as revealed by evaluative tools; and the world of work in their community and environment.
2. Students will become better acquainted with some of the hospital.

B. Specific

1. Upon completion of this unit students will be able to select from a group of pictures those tools used in a hospital.
2. The students will be able to name at least 6 different jobs done or performed in a hospital.

II. CONTENT

There are many different jobs performed in a hospital as well as services rendered. The students must realize that workers in a hospital perform important jobs and services. Almost all workers in the hospital have spent many months studying and training for their life work. We couldn't get along very well without a hospital.

This unit is an approach to emphasize the relationship of subjects taught in class to the community outside the class. It will allow the students to practice the art of decision-making. He will further learn other skills and strengthened his awareness of the world of work.

The hands-on activities will bring together the subject matter with what ever career education area the student is presently studying. This unit of work will further put the student in an environment in which classroom or academic skills and work information are put into actual practice.

III. MOTIVATIONAL ACTIVITIES

- A. Bulletin board or flannel board on hospital workers
- B. Display of books related to unit topic
- C. Resource people
- D. Songs
- E. Fieldtrips
- F. The students can play with the various exhibits and examine the pictures and books.
- G. Role play with class members in a hospital waiting room. Let some characters take on the routine duties of the aides, nurses, doctors, technologists, etc.

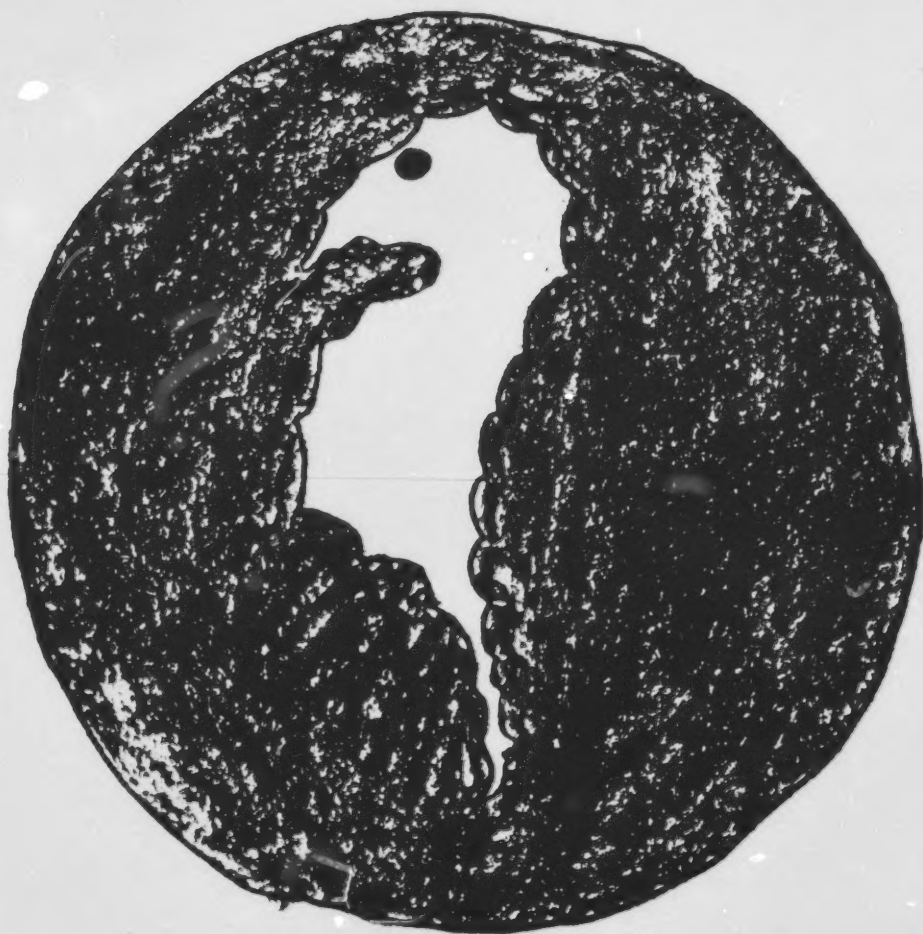
IV. STUDY ACTIVITIES

1. Language Arts

- A. Oral discussion
- B. Read books
- C. Various signs and labels can be made for the model hospital and doctor's office.
- D. Write get well cards
- E. Write thank you notes to resource people
- F. Make short compositions on field trips.
- G. Write letters to parents.

2. Arithmetic

MARINE SCIENCE



5. Music

- A. Use tune to Row, Row, Row, Your Boat" using the words:

WASH, WASH, WASH, YOUR HANDS
KEEP THEM NICE AND CLEAN
THOROUGHLY, THOROUGHLY, THOROUGHLY, THOROUGHLY
THAT'S THE ONLY WAY

- B. A Guess Who Song (tune to "Are You Sleeping?")

WHO AM I _____
WHO AM I _____
WHAT'S MY JOB?
WHAT'S MY JOB?
WOULD YOU LIKE TO BE ONE
WOULD YOU LIKE TO BE ONE
PLAN AHEAD
PLAN AHEAD

V. RESOURCES

A. Filmstrips

1. Health
2. Hospital workers (available on request Northside SPAN office)
 - a. nurse
 - b. hospital
 - c. orderly
 - d. nurse
 - f. nurse aide

B. Films

C. Fieldtrip

VI. EVALUATION

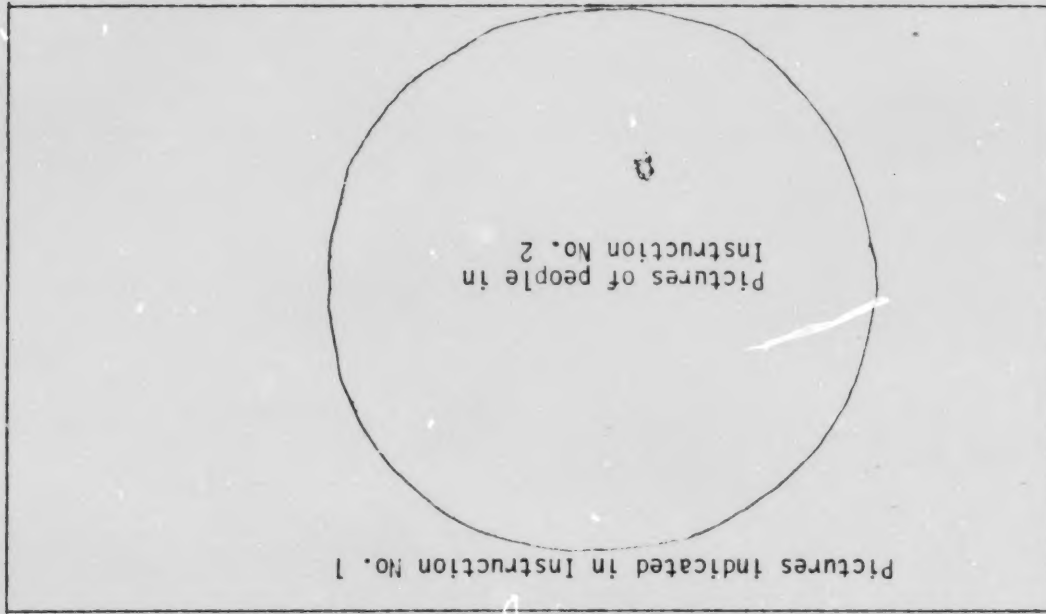
- A. Oral discussion on jobs in a hospital

- B. Teacher observation of health awareness in the students.
- C. Have a display of tools and allow the students to name them and their use.

"BULLETIN IDEA"

1. SUPPLIES: Pictures from magazines and newspapers of Health Care facilities, workers and equipment.
2. One picture of a healthy person, a person in wheelchair, one in a hospital bed, a mentally unhealthy person.
3. Two-inch letters-----Good Health - Our Concern

GOOD HEALTH - OUR CONCERN



Letters - Black and/or red

Background for bulletin board - White

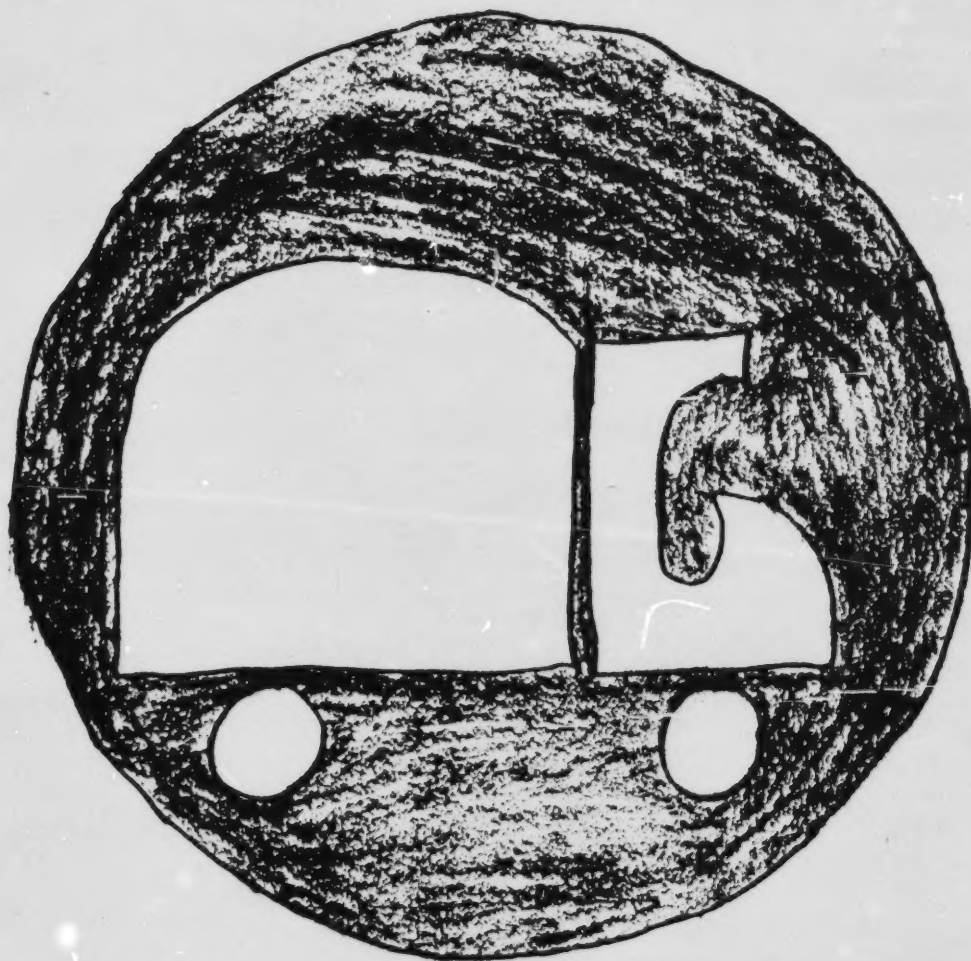
PUBLIC SERVICES



This Career Education Unit can be integrated into Art, Science, Language Arts, and Mathematics especially for K-6.

(TRANSPORTATION CAREERS)

TRANSPORTATION



Air Transportation

Introduction

This unit is concerned with giving students a view of the many careers related to air transportation and the background necessary to pursue jobs in career transportation.

This unit is also designed to show skills needed for a specific job, personal traits which are helpful in choosing a career and the duties and responsibilities of various jobs in transportation. It should aid students in developing proper attitudes about work, behavior and information that will be beneficial in daily life.

Transportation employs many people. It is a part of every person's life.

Materials are designed to be adapted in K-6 grades, depending on the innovative and creative ideas of the individual teacher.

I. Objectives.

A. General

1. To become aware of the importance of transportation.
2. To broaden the understanding of the various careers in air transportation.
3. To help the child improve his vocabulary.
4. To help the child learn to work independently.
5. To help the child learn to work as a member of a group.

B. Specific

1. The students will be able to identify transportation workers (with average performance) on an oral picture test.
2. The students will be able to identify at least five or more different types of planes.
3. The students will be able to spell ten to fifteen vocabulary terms with accuracy.

II. Content

The history of airplanes takes us back to 1903 when the Wright Brothers invented the first airplane. Later, in 1918 the first airmail service was started. It was during World War I that the first military use of the airplane was begun. By World War II the first jet aircrafts were developed. Today air transportation is both quick and comfortable.

Airports are categorized as air terminals, airstrips, heliports, sea bases, restricted landing areas and intercontinental airports.

People who work at the airport and on the airplanes are many in number: ticket agents, baggage agents, mail clerks etc.

III. Motivational Activities

- A. Arrange a display of model airplanes and satellites, and of color pictures of jets and rockets. Place these questions on chalk boards or tagboard around a display area. How are these things alike? How are they different? Who built these items? What are the jobs at an airport? Who works at an airport? Why are jobs in air transportation important?
- B. Have an oral discussion of what they already know about air travel and the careers in air airport. Make a comparison of what the students know and what they want to find out. Keep this list of evaluation purposes in order to compare at the culmination of the unit.
- C. Show the students a filmstrip on the airport or air transportation.

IV. Study Activities

- A. Invite a resource person from the airport to come to the class and talk to the children about his job.
- B. Have the students draw a map of an airport. (4-6)
- C. Divide the students into groups. Ask each group to make a model of an airport out of clay.
- D. Have the students make wind and weather observations (4-6) daily.
- E. Assist the students in making an airport transportation dictionary. Each page of the dictionary should include: the vocabulary word, a short definition of the word and a picture of the word magazine clipping or drawing.

Vocabulary List

baggage
hangar

pilot
mechanic

Study Activities

runway
helicopter
control tower
rocket
jet

stewardesses
ticket agents
mail clerks
mail handlers
ticket information agents

other terms may be added to the list of workers.

- F. The children can take a field trip to the airport to observe workers.
- G. Children may participate in a pantomime game. The game is called "My Job At The Airport Is To ...". One child acts out what the person does on his particular job. The other class members try to guess who the worker is at the airport.
- H. Language Arts
1. In language arts the students can make as many new words as possible from the word transportation.
 2. List the titles of airport workers on the chalk board and let the children put them in alphabetical order.
 3. Write a report on the airport and let the students read them orally to the class.
 4. Pretend you are a ticket agent and announce the arrival and departure of flights.
- I. In Science the students might seek to find out why a large commercial plane must have a pressurized cabin. (4-6)
1. Bring in an aircraft mechanic to explain generally how an airplane or helicopter stays in the air.
- J. In Mathematics students might compute amount of fuel needed to travel a given distance.
1. Using play money pretend to be a ticket agent or a customer also allow the student to make change.
- K. In Art collect clippings and drawings of airport workers to put into a booklet about air transportation.
- L. Describe all the steps necessary to take an air trip.

V. Resources

A. Books

1. Bendick, Jeanne. The First Book of Airplanes, New York: Franklin Watts, Inc., 1952.
2. Colonius, Lillian. At the Airport, Chicago: Melmont Publishers Inc.
3. Kettelkamp, Larry. Gilders, New York: Simon & Schuster, 1953.
4. McCall, Edith. How Airplanes Help Us, Chicago: Benefic Press, 1961.
5. Verral, Charles. Jets, New York: Prentice Hall, 1962.

B. Filmstrips

1. Bomar filmstrips: "Passenger Service Agent", 5th & 6th grades
2. "Man Has Wings", 5th & 6th grades
3. "Air Controller", 5th & 6th grades
4. "The Wright Brothers"

C. Films

1. Kinescopes 16 mm films of I. T. V. series
 - a. "Transportation Occupations"
 - b. "Airport Helpers"
 - c. "The Busy Airport"

D. Materials

1. Bulletin boards
2. Chair and tables for props
3. Instrument for checking weather
4. Play money

VI. Evaluation

The ability and personality of the students should be considered. Group discussions may prove to be an interesting and comprehensive technique for daily evaluation of student's understanding of the basic material that was presented. The primary concern is to determine if the students have grown in his ability to develop desirable attitudes, appreciations, skills and critical thinking.

The oral examination would include questions such as: (1) What is air transportation? (2) What jobs must be done at an airport? (3) How must one prepare for these jobs? These are a few questions to begin an oral examination in culminating a unit of this type.

This Career Education Unit can be integrated into Language Arts, Science, Social Studies, Mathematics, Music, and Art, especially for grades 4-6.

"ENVIRONMENTAL CONTROL CLUSTER"

"P A R K S"
NATIONAL, STATE, AND LOCAL

INTRODUCTION

Our parks can be created only by an act of Congress. They are usually large areas of magnificent scenery.

All citizens of the United States share equally in these natural wonders, for they are part of the country's system of parks.

Every American owns mountains, lakes, underground caverns, icy glaciers, boiling volcanoes, spouting geysers, and living tress.

Parks are set aside for the enjoyment of all Americans, They are places where people can go to relax and get away from the bustle and of everyday life.

This unit on parks is to bring about awareness of job opportunities in park work, and to formulate positive attitudes toward life and world of work.

I. OBJECTIVES

A. General

1. To broaden pupil knowledge on the different kinds of parks.
2. To develop within the pupil an appreciation for parks.
3. To develop within each pupil the importance of the contributions many kinds of workers make in the development of parks.
4. To provide the essential background and adequate preparation which will encourage the pupil in the study of career possibilities in park development and employment.

B. Specific

Upon the completion of this unit the students will:

1. build a scale model of a local park to show the things they think are important.
2. Make a scrapbook related to the jobs of different park workers.
3. Use different instruments for measuring.
4. Write constructive paprgraphs relating to parks.
5. Locate on maps and globes at least ten national parks.

6. Distinguish between city, state, and national parks by identifying at least one of each.
7. Choose a job or several jobs in public service provided by each park and will tell why the jobs were chosen.

II. CONTENT

- A. A park may only be a tiny bit of green in a large city with a few flowers, trees, and benches, or it may be a natural wilderness larger than some states.
- B. A park may be owned by a city, state or national government.
- C. The park commissioner issues rules and regulations about the use of park property.
- D. The first public city park in America began in Boston in 1634.
- E. In the United States, the first area designed specially to be a park was Central Park in New York.
- F. Large cities usually have a park system.
- H. Chicago has the largest community park system in the United States.
- I. City parks often become known for some special thing that draws visitors from miles around.
- J. All the states have established parks in scenic areas or sites of special historical interest.
- K. One of the first state parks in the country was called the State Reservation at Niagara and later became Niagara Falls State Park.
- L. The United States has set aside more than two hundred areas as parks and places of recreation for all Americans.
- M. Olympic National Park includes both glacier-topped peaks and rocky ocean shores.
- N. The National Park Service is in charge of the national parks.
- O. The National Service controls more than 26 million acres of parkland.
- P. Five of our national parks to be established was Yellowstone.
- Q. A national park is an area set aside by the Federal government because of its magnificent scenery or its historic or scientific importance to be preserved for the enjoyment of all people.

- R. The two newest national parks are North Cascades National Park in Washington and Redwood National Park in California.

III. MOTIVATIONAL ACTIVITIES

- A. Display pictures of parks
- B. Display books and magazines related to subject.
- C. Have the pupils to name the types related to subject.
- D. Name parks that have been visited by different members of the class and distinguish them.
- E. Visit a park.
- F. Show films and filmstrips.

IV. STUDY ACTIVITIES

A. Language Arts

- 1. Divide the class into groups to write and act out short skits.
- 2. Write paragraphs about entertainment in the park.
- 3. Read books.
- 4. Write letters to:
 - a. librarian asking for help in locating information on parks
 - b. resource persons inviting them to come and discuss their job.
 - c. parents asking for permission to take field trips.

B. Science

- 1. Collect different types of soil (clay, loam, sandy).
- 2. Discuss how plants and animals are alike, and how they are different.
- 3. Collect leaves of different plants and compare.
- 4. Plant plants of various kinds.

C. Social Studies

1. Discuss climatic conditions where plants and animals live.
2. Provide time for each pupil to study maps and globes.
3. Discuss native habitats of plants and animals.

D. Mathematics

1. Relate wholesale and retail prices of goods by setting up wholesale stores. Let these students sell their goods to concession operation. The concession stand will then sell their good at the retail prices. Let other class members note their profits.
2. Write money numeral using the word cents, and using dollar signs and decimals.
3. Solve addition and subtraction problems.

E. Music

1. Divide the class into groups. Let them write songs and fit them to tunes of songs they know.

F. Art

1. Make stencils of leaves.
2. Make bulletin board for a park.
3. Make papier mache and pipe cleaner animals.

G. Other Activities

1. Invite a carpenter to come and help the class build a scale model of a city park.
2. Invite a veterinarian to discuss the care of pets and give tips on what to look for in order to detect sick animals.
3. Invite a life guard to give some safety rules on swimming
4. Invite the director of parks and recreation to come and discuss his duties and the types of jobs available in his department.
5. Visit a recreation center, a city park, a state park, and a national park if possible

V. RESOURCES

- A. Films, filmstrips, slides, pictures, and posters

B. Resource Persons

C. Periodicals, Magazines, and Newspapers

D. Books

1. "Our National Parks" by Devereuz Butcher
2. "America's National Parks" by Nelson Beecher
3. "The First Book of **National Parks**" by Norman Lobsens
4. "The State Parks" by Freeman Tilden

VI. EVALUATION

A. Written Tests

1. Write the name of the state park nearest you.
 2. List at least ten national parks.
 3. List and describe the duties of ten park workers.
 4. Write the table of time.
 5. Children will draw thermometers showing degrees above and below zero.
 6. Pupils will draw and label the time on ten clocks.
 7. Write a brief paragraph about the area in which you would like to work in a city, state, and national park.
- B. Watch for children who double check their work.

R
PARK WORKERS AND WHAT THEY DO

1. Park Commissioner.
 - a. Is appointed by the mayor in most cities.
 - b. Makes decisions concerning the parks.
 - c. Issues rules and regulations about the use of parks property.
2. Park Director
 - a. Usually have college degrees and experience in running parks.
 - b. Is appointed by the park commissioner.
 - c. In charge of all the parks in a certain area.
 - d. Supervises all the parkmen in his area.
3. Park Rangers
 - a. Must pass a civil service examination. Some states have a merit system in which certain standards are met.
 - b. Must know a great deal about outdoor life.
 - c. Help visitors.
 - d. See that people obey rules and regulations.
 - e. Look out for the wildlife in their parks.
 - f. Make sure that park animals do not hurt visitors.
 - g. Must always be on the lookout for forest fires.
4. Park Naturalists.
 - a. Lead visitors on nature walks.
 - b. Run campfire programs.
 - c. Give information about the park.
5. Park Historian
 - a. Protect places that have historical interest.
 - b. Sets up museums and exhibits.
 - c. Gives talks about the history of the park.
6. Recreation Leader.
 - a. Needs to have a college degree.
 - b. Organizes team games.
 - c. Teaches arts and crafts.
 - d. Runs dance groups.
 - e. Arranges for plays.
 - f. Plans concerts.
 - g. In charge of day camps run by the city.

7. Playground Assistant
 - a. Needs to be a high school graduate
 - b. Help recreation leaders in their work.
 - c. Takes care of equipment.
 - d. Organizes games.
 - e. Inspects play areas.
 - f. Keeps records.
8. Puppeteer.
 - a. Gives puppet shows.
 - b. Build his own scenery.
 - c. Makes his own puppet and their costumes.
9. Storyteller.
 - a. May be a librarian or teacher.
 - b. Tell stories.
10. Lifeguard.
 - a. Must pass a Red Cross Life saving test.
 - b. Must be an outstanding swimmer.
 - c. Watch over pools and beaches.
11. Horticulturist.
 - a. Need a college degree and at least two years of work in horticulture.
 - b. Decides what kinds of plants to grow in different parts of the parks.
 - c. Check on the condition of trees and other plants to see that they are healthy and well cared for.
 - d. In charge of tree nurseries and greenhouse run by the park department.
12. Gardener.
 - a. Does not need much education.
 - b. Cares for flowers, small plants, small trees, and shrubs.
 - c. Protect trees from insects.
13. Climber and Pruner.
 - a. Must pass a physical test.
 - b. Takes care of tall shrubs and high trees.
 - c. Shapes trees.
 - d. Chops down trees that are dead.
 - e. Protect trees from insects.

14. Herbarium Aide

- a. Mounts dried plants on sheet paper.
- b. Labels each plant.

15. Menagerie Keeper.

- a. Feed the animals.
- b. Care for the animals.
- c. Clean the animals living area.

16. Veterinarian.

- a. Must have two years of training in a college of liberal arts, three or four years in specialized study.
- b. Care and treatment of animals.

17. Grounds Keeper.

- a. Clean up litter.
- b. Drive trucks.
- c. Clean out swimming pools.

18. Architect.

- a. Design new buildings.
- b. Plan walks.
- c. Organize park grounds.
- d. Plan animals houses.
- e. Design cabins.
- f. Plan campsites.

19. Mechanic.

- a. See that the buildings are steady and well lighted.
- b. See that sinks, toilets and water fountains work.
- c. See the microphones and other equipment are in order for park performances.

20. d. Park Policeman.

- a. Patrol park grounds and play areas.
- b. Keep a lookout for people who break the law.

21. Monument Restorer.

- a. Restore monuments.
- b. Cleans and fixes monuments.

22. Skate Guard.

- a. Keep the ice clear and smooth.
- b. Watch out for accidnets.

23. Supervisor of Park Concessions.

- a. Issue license for concession standing.
- b. Inspects concessions from time to time to see that they meet the standards set.

This Career Education Unit can be integrated into Art, Music Math, Language Arts, Science, and Social Studies especially for grades 4-6

"COMMUNICATION AND MEDIA CAREERS"

"THE NEWSPAPER"

INTRODUCTION

Presenting a newspaper unit to grades 4-6 provides many opportunities for interesting and enriching activities. All subject matter area, especially language arts, and social studies may be correlated to the field of journalism. Investigating the occupational offerings in the journalism field and the closely allied publishing and graphic arts industries is an excellent means of giving students valuable knowledge and worthwhile experience. Thus, stimulating the students respect for various roles in work. The concrete activity of organizing, writing, editing, and publishing a newspaper involves students using their abstract knowledge and skills in a practical application.

I. OBJECTIVES

A. General Objectives

1. To stimulate appreciation of various workers and their role in society.
2. To provide experience in observation, cognitive processes and verbalization of ideas.
3. To stimulate social interaction skills as the individual functions within the group.
4. To provide opportunities for both individual research activities and group processing.
5. To encourage the child to identify his self-characteristics and how they relate to this area of mass communication.
6. To develop verbal and written communication skills.
7. To increase vocabulary and to enhance research and investigation skills.
8. To encourage and provide a measure of personal success through individualized instruction.
9. To increase student knowledge of his role in relation to the community.
10. To give the student additional opportunities for developing his self-expression by using his creative potential.
11. To broaden the base of student experiences by incorporating content skills into activity-centered learning situations.

12. To provide additional opportunities for student involvement in decision-making processes.

B. Specific Objectives

1. Upon completion of this unit the students will be able to name at least ten (10) workers in the newspaper field and describe their duties.
2. Given a group of occupational titles in the newspaper field, the students will be able to organize them under the three (3) department of editorial, mechanical and business according to the characteristics of each work role.
3. Students will be able to spell and define at least 75 percent of the vocabulary words from the unit study.
4. The students will be able to solve mathematics word problems dealing with advertising costs and column inches with at least 75 percent accuracy in the results.
5. In a discussion of editorial cartoons, the student will be able to define the term, describe the incident or individual features in the cartoon, and analyze the cartoon according to content, motivation, and effectiveness of treatment.
6. The student will be able to trace either orally or written form the origination of a news story from the actual incident through the final edition that reaches the reader's hands. At least five (5) operations that occur in the process should be mentioned.
7. The learner will be able to discuss in written form the importance of language skills to newspaper writing, mentioning specific skills and those work roles that employ them more heavily than others.
8. At the conclusion of the unit, the learner will be able to describe the raw materials of newspaper production--the paper, ink, metals, etc. Students will be able to describe graphically in simple form the process by which newsprint is made from wood and water.
9. Students will demonstrate their writing skills by writing news stories of class events or field trips following the criteria of style, content, mechanics that pertain to news stories.
10. In the course of the unit study, the students will demonstrate their oral communication skills by selecting a classified ad from an assortment of employment ads, and reporting on it orally to the class, mentioning the kind of work offered, the preparation required and the hours and salary if given, and the procedure for application.
11. Following the unit study, the student will be able to solve word problems dealing with addition, subtraction, multiplication and division in reference to newspaper budget figures. The minimum criterion for performance will be 75 percent accuracy in the results.

12. In a written discussion, the learner will be able to determine and analyze the newspaper's role in informing the public, including such items as the responsibility of the paper to its readers, the provision to protect the free press under the Bill of Rights, the newspaper as an influencer of public opinion, etc.

II. CONTENT

- A. The term newspaper simply means a paper that contains news. The word news means things or events that are new.
- B. Journalism is the collecting, writing, editing and publishing of news or news articles through newspapers or magazines.
- C. Journalism is a trade, a profession and an art.
- D. A person whose occupation is journalism is called a journalist. Basically, he is a person who does the daily chronicling of history as it happens.
- E. Many workers are involved in the gathering, reporting, writing, editing, publishing and distributing of the news.
- F. Newspaper are a form of mass communication in which a printed record is made of events of both historical and human interest.
- G. Most newspapers are printed on a regular basis with the most common schedules being daily, weekly and monthly.
- H. There are many kinds of newspapers--large metropolitan dailies, small city dailies, small town weeklies, community and special interest group papers to name a few.
- I. The word "newspaper" is so much a part of our vocabulary that it seems strange to realize that there was a time when it was not in use. Apparently the word was introduced accidentally in the Seventeenth Century.
- J. A sound grasp of the English language--especially spelling, punctuation, and sentence structure skills-- is necessary for positions in the journalism field.
- K. Forerunner to the modern news reporter were the wandering minstrel and the town crier who sang and shouted their stories of people and events.
- L. A reporter by definition is one who gathers news and makes a record of what he gathers.
- M. "Who, What, When, Where, Why and How" are most important words in a good news reporter's working vocabulary.
- N. Today most newspapers require that job applicants for writing positions be college or journalism school graduates
- O. Like any other area of specialized activity, the newspaper field has a vocational vocabulary that is both picturesque and startling. Some of the terms and words have sprung from slang, association or crude symbolism.

- P. Modern newspaper publishing is among the most highly organized and complex industries.
- Q. To make a reasonable profit from publishing the paper, a publisher must not depend upon paper sales alone. The revenue from newspaper advertising is probably the chief source of income for the publisher.
- R. Advertising costs are based on column inch space and are adjusted according to the circulation of the paper.
- S. The material in newspapers is divided into three (3) broad categories--news, service, and entertainment.
- T. The category of news encompasses the news, activities in the fields of literature, art, music, theater, sports, finance, business, society and editorial comment.
- U. Information and advice on home economics, fashions, cookery, care of children, medical advice, etc., is given under the service category.
- V. Under the entertainment division comes the fiction, poetry, humor and comics. The comics have the most universal appeal of all newspaper features.
- W. A great part of the news as it appears every day is closely related to news that has already been printed. For example, a Presidential campaign is a source of unlimited copy of months in advance of the election and for some weeks afterward.
- X. Every newspaper regardless of size has three (3) distinct but inter-dependent divisions. First there is the editorial department which gathers the news, write it, edits it, and comments on it.
- Y. Then there is the business department which carries on the point where news becomes copy until it is delivered to the mail room. It sets up the type and proofreads it, makes the matrices and later the stereotypes and operates the giant presses.
- AA. The reference library at a newspaper is often called the "morgue" but it is often a busy place as cub reporters research stories and events for background material.
- BB. Several large news gathering organizations exist that assist newspapers in reporting world-wide news--these are known as news agencies or news services. Two of the largest and best known in operation today are the United Press International (UPI) and Associated Press (AP).
- CC. Some newspaper material is syndicated for distribution to member newspapers. Comics, cartoons, features, columns and other material are among the materials contracted for by newspaper.
- DD. All advertising appearing outside the classified columns in a newspaper is known as display advertising.

- EE. Advertising rates depend upon the circulation of the paper, the position in the paper, the edition of the paper, the size of the ad, the number of times the ad appears, etc. Whether or not the ad is in color is an important factor in pricing it as printing in color is a more detailed process and therefore more expensive.
- FF. The makeup of the newspaper is the arrangement, location and the fitting together of the contents whether it be local news, foreign news, sports, finance, advertising or features.
- GG. Printing is one of the oldest art. The Babylonians and the Assyrians used type in impressing hieroglyphics on their seals. In the 10th Century A. D. the Chinese practiced block printing, but not until the 15th Century did printing as we know it today come into existence. Johann Gutenberg is generally credited with the invention of movable type.
- HH. The first printed book in English (to bear a date) came from the press of William Caxton in November, 1477.
- II. Originally type was set entirely by hand, but mechanization of the process has made hand setting a very rare activity.
- JJ. Practically all modern newspapers set their type on linotype machines which have keyboards that resemble typewriters. The linotype operator follows a piece of copy and picks out the appropriate letters on the keyboard, which, when struck, cause a matrix (mold) of brass to leave its compartment and travel by gravity to a container where it stands with other letters of the same line.
- KK. Once sufficient matrices or molds have been released by pressure on the keys to fill a line, a lever is thrown which moves them to another part of the machine where thin steel wedges known as spacebands push the words apart so that the length of all lines is equalized. The matrices are in their new location, molten type metal is forced against them and, cooling instantly, becomes a solid slug, a line of type on one piece. A special lever on the machine returns the matrices to their proper compartments.
- LL. When the story and heads have been set they are assembled in the galley and rough proofs on narrow strips of paper are pulled and sent to be "proofread".
- MM. A standardized group of hieroglyphics is used by proofreaders to indicate corrections. These marks are so designed that they not only indicate a correction but the actual location or extent of the correction.
- NN. As the modern newspaper of large circulation are printed on high speed rotary presses, it is necessary to duplicate the flat sheet of type in a semi-cylindrical shell of metal called a stereotype.

- OO. The modern newspaper press can print, fold and count more than 50,000 papers an hour.
- PP. Two different type presses print the black ink and the colored ink editions of the paper, with the color press being the larger and more complex of the two.
- QQ. In the making of a newspaper, the newsprint of paper upon which it is printed is next in importance to the news itself. The newsprint is made of wood fibers treated with water, then dried and shaped into thin sheets.
- RR. Many people are involved in the production of trees, the cutting, transporting, treating and processing them into newsprint.
- SS. Nowhere in all industry is timing quite so important as in the mailing room of a newspaper. Not only is the departing time of trains, inter-city buses, trucks and airplanes reckoned to the fraction of a minute but traveling time to stations, depots and airports must be measured to the split second.
- TT. Headlines serve two purposes--to advertise the news and to bulletin or summarize it. There are several different methods of headline arrangement.

III. MOTIVATIONAL ACTIVITIES

- A. Show an appropriate film or filmstrip on newspapers and their relation to the community.
- B. Plan a bulletin board display of different types of newspapers or newspaper articles.
- C. Make display of books and pamphlets that relate to the newspaper field.
- D. Initiate a discussion of the importance of newspaper to the community.
- E. Plan and give a brief questionnaire concerning newspaper reading habits--discuss and chart the results.
- F. Invite a resource person into the classroom to discuss his activities with the class.
- G. Distribute copies of newspaper and discuss the different parts and departments of the paper. Try to determine the functions of each and which ones are the most popular.
- H. Have children make drawings of different phases of the newspaper that interest them.

IV. STUDY ACTIVITIES

A. Art

1. Students could design and illustrate comics for the newspaper. Also, they could try to do editorial cartoons based upon some topic of current interest.
2. Select sample display advertisements from the paper, both those in black and white and those in color. Discuss the composition and arrangement of the pictures, art work and copy of the ad. Talk about what colors and arrangements are "eye-pleasing" and which are not.
3. Design a colorful mural illustrating different phases of the newspaper industry.
4. Use newspapers to make collages. Cover them with a coat of clear or orange shellac.

B. Music

1. Identify and discuss the role of the music/entertainment editor on the newspaper. Discuss what qualifications are necessary for a person in that position. Try to find reports or critiques of concerts, operas, etc., and review the contents.
2. Select appropriate songs or recorded music and use them during work and activity periods.

C. Math

1. Work word problems using multiplication and division skills in dealing with advertising costs in newspapers.
2. Initiate a discussion of the importance of accurate measuring to the page layout man. Use an accurate metal rule to measure column length and width on a page. Talk about the arrangement of items on a page--the spacing, the line length, etc.
3. Discuss the costs involved in operating a paper--cost of materials, newsprint, ink, equipment and maintenance of facilities, salaries, taxes, transportation and distribution costs, etc. Try to determine paper's chief source of income--is it paper sales or advertising?
4. Work word problems utilizing all skills--addition, subtraction, multiplication and division--in figuring newspaper budget. Add costs of supplies and materials for printing, multiply revenue from advertising and paper sales, subtract costs and operating expenses, etc.

5. Devise running tables for column inch figures and advertising costs.
6. Conduct an informal survey of class and other classes to determine: (1) What percent reads all the paper, (2) What percent reads the sports pages, (3) What percent reads the comics, (4) What percent reads two or more papers or magazines a week and other related items. Chart the results.

D. Language

1. Do Library research on famous newspaper men--their lives, their lives, their contributions, their activities, etc. Have individual oral or written reports on research.
2. Distinguish between different newspaper articles as to function, content, interest, technique, style, etc. Practice writing different types of articles--straight news, feature, sports story--in preparation for publication in class or school newspaper.
3. Plan publication of paper--organize into departments (News, Sports, Society, Entertainment, etc.) and plan format of paper. Different interest groups could handle the various assignments.
4. Initiate a discussion of the importance of language skills to newspaper workers--spelling, punctuation, organization of ideas, sentence structure, word choice). Mention proofreader and spelling, the reporter and sentence structure, etc.
5. Use the "You Were There" approach to select incidents to report on. Events in ancient and modern history could be excellent source material for news reporting.
6. Have each student keep an individual notebook of newspaper articles he has clipped and read. Try to have one example from each of the several newspaper sections--sports, editorial, news, features, columns, cartoons, society, etc.
7. Practice interviewing skills that a reporter might use. Utilize these skills in role playing, field trip conversations and talks with resource people.
8. Read books for book reviews section in class paper. Have individuals alternate handling the assignment of reading a book and writing a review to be printed.
9. Clip different types of articles from the newspaper to compare the writing styles of each. Compare a straight news article and a feature story to see if sentence structure, sentence length, diction, etc., differ. Compare news writing with the composition, descriptive writing done by students.

10. After field trip, students could write news report of the trip, mentioning aspects of particular interest.
11. Practice letter writing skills by writing letters of appreciation of field trips or letters requesting information.
12. Make charts of unit vocabulary words to use in a classroom. Have students make lists of words for individual notebooks. Spell and define unit study words.
13. Discuss the various forms of mass media and compare the newspaper as a means of reporting the news with radio, television and magazines. What advantages/disadvantages does each form have?
14. Trace the origination development of a news story from incident through final copy and printing in newspaper to reader's attention over the breakfast table. Students might role play as famous people or events and then trace their involvement through news gathering, etc.

E. Science

1. Discuss and illustrate the process of making paper (newsprint) from water and wood. Mention the various materials that have been used through the years to make paper.
2. Research the making of ink used with the newsprint. Talk about the different kinds of inks that have been used--berry juice, fruit and vegetable dyes in inks, etc. Do experiments with fruits or berries to see if usable ink can be made.
3. Discuss the newspaper's role in providing scientific, medical and health news to public. Identify various parts of the paper that are devoted to such news--the weather report, medical advice columns, food and nutrition pages. Questions that might arise include: Why does the newspaper provide such information? It is helpful to people? How could those sections be improved or should they be removed entirely?
4. Discuss the process carried out in the linotype machine in the making of a line of type. Mention the types of metals involved (brass, lead) and describe their characteristics in relation to their function in the process.

F. Social Studies

1. Select sample news articles and editorials, then define each according to type, purpose, content and objectivity. Discuss the similarities and differences between the two. What responsibilities are involved in the straight reporting of news? What additional freedom does the editorial approach afford?

2. Make bulletin boards on events in the development of paper and printing, including Babylonian and Assyrian papyrus paper Chinese printing, Gutenberg's press and other items of interest. Use pictures, reports, charts, to illustrate findings.
3. Trace the history of newspapers in the United States--have teams investigate different area, different inventions, names in the history, etc. Make reports on findings, design bulletin boards, notebooks.
4. Select a number of editorial cartoons from various papers, define these according to content, motivation, etc. Analyze the content, skills, techniques, message, effectiveness of these cartoons. Discuss the cartoonist's responsibility in interpreting the news. Use news articles to inspire the students to design their own cartoons.
5. Determine and analyze the newspaper's role in informing the public of news, events, happenings, etc. Talk about the responsibility of the paper to its readers. Discuss the provisions to protect the free press under the Bill of Rights and compare the freedom of the press under Colonial times and under the Constitution.
6. After defining the terminology, initiate a class discussion concerning different types of newspapers--metro dailies, small dailies, weeklies, special interest items (news, features, editorials, etc.) and are arranged differently according to their function.

V. RESOURCES

A. Film, filmstrips

B. Resource Speakers

C. Tapes

D. Posters

E. Various types of journalism materials (Commercial Appeal and Press Scimitar)

F. Books

1.

1. "News Reporters and What They Do" by M. G. Bonner

2. "Your Daily Paper" by John Floherty

3. "Find A Career In Journalism" by Tom Parsons

4. "Your Career In Journalism" by M. H. Stein

VI. EVALUATION

A. Student Observation

1. Observe the student's communication skills both as an individual part of the group.
2. Observe for evidence of individual research and task completion.
3. Did the students exhibit any change in attitude toward their school-related activities? Any change in their attitude toward the world of work?

B. Written Test

1. The student will spell and define a list of terms given orally by the instructor.
2. Students will describe the duties and preparation of a number of workers in the field of journalism.
3. The learner will trace in simple form the procedure for reporting, writing, editing, printing, and distributing of a news story. In either a written or oral discussion, the student will identify and describe those special communication skills needed by newspaper writers.
4. Given a set of workers and three (3) division headings, the student will assign each worker to a category according to work role characteristics.
5. Students will discuss the role of the newspaper in mass communication and compare its place and responsibility to other forms of mass media.
6. Pass out "suggested questionnaire".

SUGGESTED QUESTIONNAIRE

1. Do you regularly have daily newspaper in your home? YES _____ NO _____
2. How much time do you spend each day reading a newspaper?
 less than five (5) minutes _____ 15 to 30 minutes _____
 5 to 15 minutes _____ over 30 minutes _____
3. Which parts of the paper do you most often read? (Number in order of interest. Do not mark those you never read.)
 Sport _____ Radio and Television _____ Editorials _____
 Comics _____ Political Cartoons _____ Advice Columns _____
 Headlines _____ Weather News _____ News-Local _____
 Movie Section _____ News-International _____ News-National _____
 Women's News _____
4. In your opinion, newspapers are:
 Too difficult to understand _____ Easily understood _____
 Usually understood _____
5. How often do you read the advertising?
 Never _____ Sometimes _____
6. What do you think a full-page ad costs for one day?
 _____ or _____ don't know
7. Have you ever written a letter to a newspaper? YES _____ NO _____
8. Have you ever written a story or poem that was published in the newspaper? YES _____ NO _____
9. What is your favorite newspaper? _____
10. How necessary do you think freedom of the press is in a democracy?
 Very Necessary _____ Quite Necessary _____ Not Necessary _____
11. Can you name any workers who are necessary in the publishing of a newspaper? Name as many as you can and tell what kind of work you think they do.

This Career Education Unit will be integrated into Language Arts, Art, and Social Studies especially for grades 4-6.

"TRANSPORTATION CAREERS CLUSTER"

"T R A N S P O R T A T I O N"

(SEA, RAILWAY, HIGHWAYS, AIR, TAXI, AND CHAFFEUR)

INTRODUCTION

This unit provides information in transportation occupational opportunities information. This unit should be taught for three weeks.

In order to assist in today's complex society, they must have a knowledge of the world of work. It will familiarize the students with sources of occupational information, and with the most effective methods of using these sources to find the answers to the questions about the world of work.

I. OBJECTIVES

A. General

1. To learn about broad fields of work.
2. To see the relationship of these fields to curricular choices.
3. To secure information about specific jobs.
4. to understand the means for obtaining accurate, up-to-date information about the occupational world.
5. To understand the significance and scope of occupational planning.

B. Specific

upon completion of this unit students will be able to:

1. List ten jobs in sea travel with 90 percent accuracy.
2. List ten jobs in railway with 90 percent accuracy.
3. List ten job opportunities in the transportaion areas given with 90 percent accuracy.
4. List the jobs that are given with 95 percent accuracy.
5. List six jobs that are given with 85 percent accuracy.
6. List three jobs that are given with 95 percent accuracy.

II. CONTENT

There must be an awareness of the many factors that act to transform the industrial picture from one decade to another and sometimes from year to year. They must know where to find information that may affect the future of an occupation and must know how to interpret this information and apply it to their everyday lives.

In this unit the students will obtain accurate, up-to-date information about the occupational world of transportation. It will further give them specific information relating to job employment.

III. MOTIVATIONAL ACTIVITIES

- A. Show a filmstrip introducing transportation.
- B. Talk about the various modes of transportation.
- C. Make a bulletin board of the various kinds of transportation.
- D. Make a chart depicting the history of transportation from past to present.

IV. STUDY ACTIVITIES

- A. Have resource people from the navy to come in. Build if possible model ships.
- B. Discuss with the resource person requirements, salaries, life style, and job description.
- C. Invite resource persons from the Railway Systems in our city to construct a model train or railway system.
- D. Discuss with the resource person life styles, requirements, salaries, and job description of their varied careers.
- E. Have a resource person visit the class from a trucking industry. Show filmstrip on highways transportation. Discuss the life styles, salaries, requirements, and job descriptions.
- F. Invite a resource person from either Greyhound or Trailway Bus Lines to show what facilities they provide to the public. Discuss the life styles, job requirements, salaries, and job descriptions.
- G. Have a resource person of the local airlines speak to the class. Show filmstrips on air transportation. Discuss life styles, job description, salaries, and requirements.
- H. Invite a taxi and/or chauffeur driver to visit the class. Have children to dress like taxi and chauffeur drivers. Discuss with them the life styles, salaries, job descriptions, and requirements.
- I. Hands-On Activities might include building models of the modes of

transportation performed by the students.

- J. Students might also role play any of the types of workers studied in the unit.
- K. Fieldtrips would include follow-up visits to the airport, railway station, bus station, and a field trip to the Mississippi River to observe the various kinds of transportations.

V. RESOURCES

- A. Resource Persons
- B. Books.
 - 1. "Handbook of Job Facts" by James Murphy
 - 2. "Sea Careers" by P. X. Feuton
 - 3. "The Information Service in Guidance" by Franklin Zeran
- C. Periodicals and Booklets
 - 1. Dictionary of Occupational Titles
 - 2. Occupational Outlook Handbook.
- D. Filmstrips on Transportation Today.
 - 1. Air Transportation.
 - 2. Highway Transportation.
 - 3. Railway Transportation
 - 4. Water Transportation

VI. EVALUATION

- A. List ten jobs available at sea travel. (observation and participation is considered)
- B. List six jobs that are available in railway transportation.
- C. With the use of pictures or other means identify ten jobs in the trucking industry.
- D. List or name six jobs in air travel.

This Career Education Unit can be integrated into Language Arts, Math, Art, Science, Social Studies, and Music especially for grades 4-6.

(TRANSPORTATION CAREERS CLUSTER)

"AIRPORT WORKERS"

INTRODUCTION

To understand the community, students must be aware of the values of their surroundings to the total society. This unit will help him to become acquainted with the airport occupations. It will help the students begin to appreciate how people in a community are dependent upon one another for needed goods and services. There is a tremendous need for understanding of each persons responsibility to the community.

The airport and airlines serving it provides thousands of jobs for people. The major airports are large. The development of various super highways has been because of the location of an airport. So it is vital to introduce students to the need for workers at the airport.

I. OBJECTIVES

A. General

At the conclusion of a years awareness of career education, students in grades 4-6 will display a knowledge of work patterns and related instruments, tools, machines, and equipment by matching trade items and work areas.

B. Specific

1. Upon the completion of the unit, "Airport Workers" 70 percent of the students will be aware of the various workers in the airport.
2. Upon the completion of the unit, "Airport Workers" 70 percent of the students in grades 4-6 will be able to list three (3) workers on an airplane and one duty of each.

II. CONTENT

- A. There are approximately 600 airports in the United States that are used by commercial airlines.
- B. An airport adds to the progress of a community.
- C. Airposts contain terminal buildings, ramps, control towers, hangers, and runways.
- D. The history of airports is relevant in that their beginnings were open pastures, and cow fields.

- E. The various kinds of airports and jetports include private ports, heliports, and military fields or bases.
- F. Workers at the airport vary from professional to skilled, semi-skilled, and unskilled workers.

III. MOTIVATIONAL ACTIVITIES

- A. Show slides, filmstrips, and study prints.
- B. Make posters on airplanes and airport workers.
- C. Make model planes
- D. Design bulletin boards
- E. Visit an airport (this may be used as a culminating activity also.)

IV. Study Activities

A. Language Arts

1. Make a vocabulary and chart of new words introduced in the unit.
2. Students can play vocabulary baseball using the new terms in the unit.
3. Students might read life stories of the Wright Brothers.
4. Collect pictures of airports and planes.
5. Oral discussion of the pictures collected
6. Have a resource person (worker from airport on airplane) come and talk to the class.
7. Small group research paper on topic of choice related to airport or airport workers.

B. Mathematics

1. Using play money let students buy and sell tickets.
2. Figure how long it takes to travel between certain cities.
3. Calculate problems to determine how far a plane traveled in a given time traveling at a specific rate.

C. Social Studies

1. Discuss community dependence on the airport and its workers.
2. Discuss with the students the number of workers involved in operating an airport.
3. Discuss all steps needed in preparation for an airplane trip.

D. Art

1. Construct a model airport.
2. Construct a model airplane.
3. Make a scrapbook or booklet of airports.
4. Draw pictures of airports and airplanes.

E. Science

1. Do experiments on what makes an airplane fly.
2. Do experiments on the properties of air such as weight, pressure, etc.

V. RESOURCES

- A. Books, magazines, periodicals
- B. Resource persons
- C. Filmstrips and films
- D. Trip to airport

VI. EVALUATION

- A. Review what has been covered in the study of the unit.
- B. Have a planned discussion period
- C. Work the crossword puzzle and do the activity sheets (I, II, III, IV, V,)



WILBUR AND ORVILLE WRIGHT

Sons of a writer who later became a church bishop, Wilbur and Orville Wright were born, respectively, at Millville, Ind., April 16, 1867, and Dayton, Ohio, August 19, 1871.

Constant companions, neither of the brother ever married. They went into business together, maintaining a bicycle shop. As a hobby, they experimented with gliders. Discovering much new information about the new science of aerodynamics - the study of why objects fly - they determined to design a workable airplane.

By 1902 they felt they could get a plane off the ground, but it wasn't until December, 1903, after much experimentation, that the Wright Brothers piloted a flying plane. Kitty Hawk, N. C. was the scene of this historic event. To be sure, their flight was of a very short distance, but they had succeeded in getting the craft off the ground and back safely. They had opened the door of the Air Age.

The next time you look at one of today's jet aircraft, remember that the Wright's plane had a four-cylinder, twelve horsepower engine, and the total weight of the machine, including pilot, was only 750 pounds.

Wilbur Wright died in 1912, his brother Orville, in 1948.

ACTIVITY II

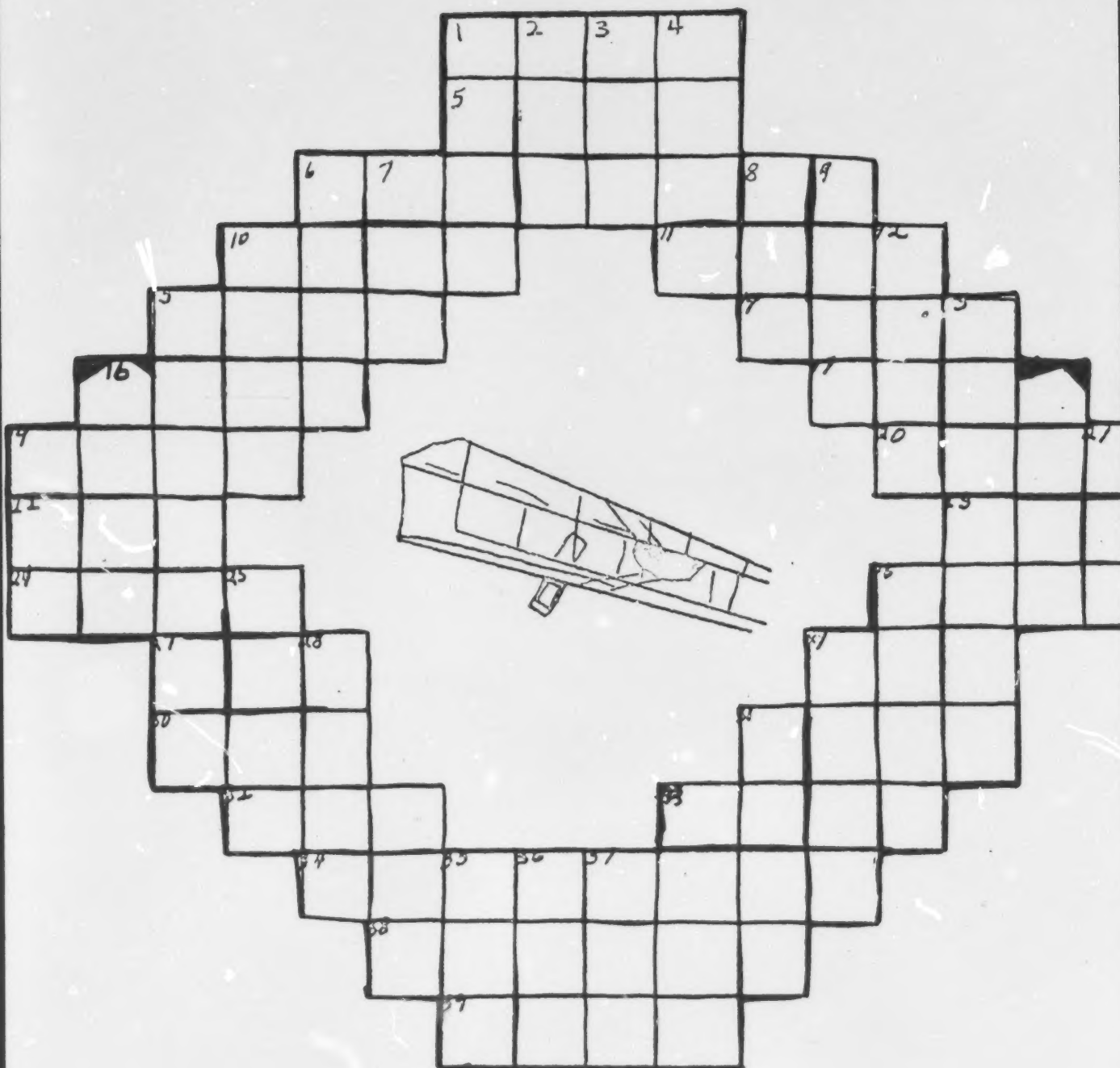
WILBUR AND ORVILLE WRIGHT

ACROSS

1. Measure by the hand spread out.
5. Sit for a picture.
6. Sons of the same parents, as Wilbur and Orville Wright.
10. Rubber covering for the foot and leg.
11. Puts into water and lifts out quickly.
13. Writer of verses; poet.
14. Sudden, short, sharp pain.
16. Position or place of anything.
17. Slope; slant.
19. Engrave designs on metal.
20. Structure built out over water; dock.
22. Line or beam of light.
23. Period of time; twenty-four hours.
24. Parts of circles; part of curved lines.
26. In this place.
27. Grassy field; meadow.
29. A long way off.
30. Part of the face; what we hear with.
31. You wipe your feet on them before you enter a room.
32. A color.
33. _____ are made at auctions.
34. A flying machine.
38. A branch of the armed service.
39. You have five on each foot.

DOWN

1. Mark or stain.
2. Vessel used in cooking.
3. Large shade tree.
4. Be in want of; require.
6. Drill a hole through.
7. Long, light pole used in fishing.
8. Tear apart; tear off.
9. Slight quarrel.
10. Washing of the body.
12. Cut off a small piece with scissors.
13. Two-wheeled vehicle that the Wrights originally handled.
15. Flying machines without motors that they experimented with.
16. Leading player in a movie.
18. Drop of salty water from the eye.
19. Historic period of time
21. Grain used in bread.
25. Burn the surface of.
26. Coverings for the head.
28. Amount of surface; extent.
29. Become less bright, lose color.
31. Belongs to me.
33. Prohibits or forbids.
35. Rodent (synonym).
36. Short for professional.
37. Falsehood or opposite of truth.



ACTIVITY III

AIRPORT WORKERS

Teacher's Date on Tests Administered

Teacher _____ School _____ Grade _____

	Date administered	Total who took test	Percent who passed test
Student Evaluation Sheet			
a. List of five (5) occupations at airport			
b. List of three (3) workers on airplane and one duty of each			

ACTIVITY IV

AIRPORT WORKERS

Student Unit Test

Student Name _____ School _____ Grade _____

Boy _____ Girl _____ Age _____

List five (5) major occupations at an airport.

- 1.
- 2.
- 3.
- 4.
- 5.

ACTIVITY V

AIRPORT WORKERS

Student Unit Test

Student _____ School _____ Grade _____

Boy _____ Girl _____ Age _____

Teacher _____ Date _____

List 3 workers on an airplane and one duty of each

1. _____
2. _____
3. _____

This Career Education Unit can be integrated int Science, Social Studies, Mathematics, and Art especially for grades 5 and 6.

"HEALTH OCCUPATIONS CLUSTER"

"THE HOSPITAL CAREERS IN HEALTH"

INTRODUCTION

The health career cluster is one of the most rapidly growing areas in the services field and the hospital is the center of the medical field. Most all of the occupations that can be identified in the medical services field are found in the hospital.

To involve upper elementary students in a study of the hospital allows them to examine the characteristics of the hospital field; apply their subject matter to hospital - related activities; and to identify occupations and experience their responsibilities and duties through role playing situations.

I. OBJECTIVES

A. General

1. To broaden the base of student experiences by incorporating content skills into activity - centered learning situations.
2. To stimulate appreciation of various workers and their roles in society.
3. To encourage and provide for students a measure of personal success through individualized instructional methods.
4. To provide additional opportunities for students involvement in decision - making situations.

B. Specific

Upon completion of this unit the students will be able to:

1. Spell and define correctly 70 percent of the vocabulary terms associated with the unit.
2. Name a minimum number of ten workers in the medical services, describe their duties, responsibilities, and job characteristics.
3. Demonstrate his mathematics skills by working percentage problems with figures related to hospital services and workers. The minimum standard of performance will be 70 percent accuracy in the results.

4. Learners will demonstrate their grasp of penmanship techniques, diction, spelling, and paragraphing skills, development of thought, sentence structuring, continuity and punctuation skills.
5. Discuss briefly the history of the hospital, citing at least four (4) developments in medical services to support his discussion. The learner will include examples either to support or refute the statement that the degree of civilization of a culture is closely correlated with the degree of sophistication of its medical services.

II. CONTENT

- A. A Hospital may be defined as an institution providing medical or surgical care and treatment for the sick and injured.
- B. Some of the earliest known hospitals were the healing temples of Ancient Egypt, the public hospitals of Buddhist India, and the sick houses of Israel.
- C. Many workers are involved in the operation of the hospital -- some are clerical personnel, some work as maintenance workers but the largest groups function as health services personnel.
- D. Persons in these health services careers may work both directly and indirectly with patients in the hospital.
- b E. Doctors, nurses, and pharmacists are the most "visible" health service workers in the hospital but there are many other professional personnel who support the work of the doctors, nurses, and pharmacists.
- F. Some of these support personnel are X-ray technicians, practical nurses, aides, medical technologists, orderlies, therapists, laboratory technicians, radiology therapists, medical records librarians, dietitians, cooks, laundry personnel and administrators.
- G. The educational skill and preparational requirements for work in the health field are as diverse as the health occupations themselves. For example, professional health workers such as physicians, nurses, dentists, pharmacists, and others must complete a number of years of pre-professional and professional college training and must be licensed through a State licensing examination, while other health service occupations may be entered with little specialized training.

- H. State and county governments provide funds for public hospitals that treat all citizens. Some private hospitals do exist that are not connected with government but are part of a medical school or university complex, funded by a church or a private foundation.
- I. Some hospitals operate primarily as research centers for disease study and identification. Such hospitals accept and treat patients as part of their research activities.
- J. Scientific research has yielded many new discoveries in medicine and medical treatment. New methods of treating burns - new drugs - new uses of atomic power -- all these are developments brought about by science.

III. MOTIVATIONAL ACTIVITIES

- A. Select an appropriate film such "Health in Our Community" and show it to the class to create student interest. Hold a discussion period after the film to answer student questions.
- B. Have an oral discussion period in which students are encouraged to share real, personal experiences related to health service workers and the hospital.
- C. Make a display of books and other printed materials concerning health service careers centered in the hospital. Encourage students to use them during their free time.
- D. Invite a resource person to visit the classroom to share experiences with students. Precede the visit with a briefing session in which questions for the visitor are prepared
- E. Begin work on a bulletin board display of pictures and posters related to health service careers centered in the hospital. Individuals or groups of students could bring in materials.
- F. Give a Personal Interest Inventory to determine student interests. Use the findings to initiate a discussion related to student interests, individual characteristics and abilities.
- G. Initiate a discussion of the numerous "doctor and hospital" shows on television. Mention some of the personnel seen and try to get examples of other health service workers from the class. Talk about the activities seen on the shows, the duties of the workers, their preparations, etc. Raise questions concerning the realism of the shows, and possible reasons for their widespread popularity, etc.

IV. STUDY ACTIVITIES

A. Science

1. Initiate a discussion about the sciences that are important to the field of health services and medicine -- chemistry, biology, anatomy, and physiology, physics and nuclear physics, etc. Discuss the scientific training that professional people must have to qualify for their positions. This activity would be especially helpful if planned in connection with a resource person's visit.
2. Obtain charts of the human skeletal, organic and muscular systems, study them and locate the most important muscles, organs and bones. Correlate this activity with a teaching tape such as "The Human Machine," and discuss the different health service workers whose work is most closely related to each system. For instance, the physical therapist would need to have a thorough knowledge of the muscular and skeletal systems, the internal medicine physician would have to be thoroughly familiar with the organs and their functions, etc.
3. Research the medical changes that might take place in the future include such topics as nuclear medicine, new developments in setting bones and treating burns, new advancements in therapy, etc.
4. Obtain a microscope and materials to make slides. The students could experiment with making their own slides such as small pieces of skin, a drop of blood, different samples of water; or, commercially prepared slides could be used. Relate the activities to similar ones carried on by workers in health service careers.
5. Plan activities and experiments with growing cultures in Petri dishes. Precede the activity with a discussion period related to the causes of common diseases -- germs, viruses, bacteria -- and how they can be combated. Take samples from hands and common objects in the classroom and observe the cultures that grow from them.
6. Do research into the field of X-ray -- how it was developed, how it's used and what are its implications for the future. Try to X-ray slides and either make or obtain a viewer to illuminate the slides for the class to see. This equipment could be used in role playing activities.

B. Social Studies

1. Make a display or bulletin board on hospitals of the past, present and the future. Do research to find pictures and materials that describe these different phases of development.

2. Book reports could be made on titles related to this field.
3. Students could work on unit vocabulary words -- learning to spell them correctly and using them in sentence and compositions. Wall charts of words could be made.
4. Define terminology and begin research into the development of medical services (the hospital) in the struggle to overcome illness and disease as an indicator of the level of development of a cultural group. (Prepare time lines, charts or dioramas to illustrate the important developments in the history of the hospital.)
5. Do research to make comparisons and contrasts with today's hospitals and those of one hundred years ago. One student group might be interested in investigating the hospital system as it existed in Shelby County a century ago. A role playing situation might be related to this activity.

C. Mathematics

1. Relate exercises in percentages to the hospital. Use figures such as: If a hospital employs 300 people and 75 of them are nurses, what percentage of the total work force are nurses?
2. Discuss the importance of math skills to workers in the field of health service. Mention some of the specific skills that would apply to these individuals -- accurate measurement, correct addition and subtraction, accurate time-telling skills, knowledge of formulae and equations, etc,
3. Work word problems dealing with costs of medicines, costs of amounts and numbers of supplies, numbers of patients, number of meals prepared in the kitchen, etc. Do these exercises with a number ray and round to the to, the nearest ten, hundred and thousand.

D. Art

1. Use butcher paper and tempera paint to create a mural depicting hospital activities.
2. Individuals or groups could make dioramas using cardboard boxes, construction paper, tempera paint and other supplies. Scenes depicted relate to hospital activities.
3. Talk about the qualities of colors and the feelings and emotional response that they can create. Discuss how these factors are taken into consideration when choosing colors for an institution like a hospital.

OCCUPATIONAL LISTINGS

1. Nurse
2. Nurse Aides
3. Laboratory Technician
4. Laundry Personnel
5. Orderly
6. Switchboard Operator
7. Information Desk Personnel
8. Admissions Desk Worker
9. X-Ray Technician
10. Fluoroscope Technician
11. Doctor
12. Medical Records Librarian
13. Dietitian
14. Kitchen Help (cooks)
15. Secretary
16. Intern
17. Residents
18. Administrator
19. Student Nurse
20. Practical Nurse
21. Pathologist
22. Pharmacist
23. Cleaning and Maintenance Staff
24. Ambulance Driver

VOCABULARY LIST

Define these terms and discuss.

1. Stethoscope
2. Therapy
3. Wristbands
4. Sterile
5. Anesthetic
6. Blood Pressure
7. Hospital
8. Emergency Room
9. Recovery Room
10. Pharmacist
11. Doctor
12. Dietitian
13. Interns
14. Residents
15. Operating Room
16. Scrub
17. Health
18. Blood Banks
19. Outpatient
20. Traction
21. Pathology
22. Pulse Rate
23. Nurse
24. Patient

V. RESOURCES

- A. Resource People
- B. Films, filmstrips (Career Education, Memphis Board of Education)
- C. Books (suggested)
 - 1. "Young Scientist and the Doctor" by Barr
 - 2. "First Book of Nurses" by Ething
 - 3. "Let's Find Out About The Clinic" by ?
- D. Magazines and periodicals

VI. EVALUATION

- A. Learners will spell a group of words read aloud by the teacher. Also, they will use them correctly in sentences to demonstrate their meaning.
- B. Learners will work math problems on percentages with figures related to hospital services and workers.
- C. Learners will name as many medical services workers centered in the hospital as possible and describe their duties, responsibilities, and job characteristics according to the six (6) classifications of information in the Occupational Outlook Handbook.
- D. Learners will use role playing methods to demonstrate first aid techniques such as treating snake bites, stopping bleeding and giving artificial respiration.
- E. Repeat one of the original motivation activities -- the discussion of television "hospital" shows -- to see if interest and knowledge has increased.

This Career Education Unit can be integrated into Science, Mathematics, Social Studies, /rc, Music, and Language Arts especially for grades 5 and 6

(MARKETING AND DISTRIBUTION CAREERS)

"CAREERS IN MERCHANDISING AND DISTRIBUTION"

INTRODUCTION

Participating in unit activities related to the department store acquaints upper elementary students with a vital component of our economic system - the retail distribution system. Through the unit activities, students become more aware of functioning of the economy, especially in terms of their local community. They are able to apply their abstract subject matter concepts in language arts, social studies, mathematics, and science to concrete learning activities. Role playing the different work roles allows students to experience some of the responsibilities and to identify their own self-characteristics, likes and dislikes more completely.

I. OBJECTIVES

A. General

1. To provide the student insight into the structure and functions of the American economic system.
2. To increase the students's knowledge of himself and his relation to the work community.
3. To create additional opportunities for the child to participate in the decision-making process.
4. To broaden the base of the students experiences by incorporating content skills into activity-centered learning situations.
5. To stimulate the students realization that all area of work are dignified, deserve respect, and contribute to a functioning society.
6. To provide opportunities for both individual activities and participation in the group process.

B. Specific

1. Upon completion of this unit the students will be able to:
 1. to spell and define briefly 75 percent of the related vocabulary terms.
 2. to use the terms correctly in the context of class activities and written work.
- 3.

3. name the six organizational units (general management, personnel, store operations, sales promotion, financial control, and merchandising) of a typical department store and briefly describe the functions of each.
4. list a minimum of ten workers whose jobs are directly related to the department store.
5. describe the duties and characteristics of the workers' job with 70 percent accuracy in the description.
6. match the workers with their respective duties with 75 percent accuracy, when given a list of a number of department store workers and their job duties.
7. Utilize his math computation skills in solving problems (of varying difficulty) related to profit and loss, with 70 percent accuracy.
8. discuss briefly the department store's role in the economic system, mentioning such components as, distribution, production and consumption. Define such terminology as profit, loss, retail, and wholesale.

II. CONTENT

- A. In order to provide better services to customers and to facilitate handling of the large assortments of merchandise, stores are organized into sales departments which handle related lines of merchandise.
- B. In addition to the primary function of retailing merchandise, department stores provide services for their customers -- services which include selling, wrapping, delivering merchandise, and other related ones such as catering food services, sponsoring sewing and decorating classes, fitting eyeglasses and other services.
- C. Some of the large department stores in the United States are owned and operated by individuals or families while others are part of large corporations that own and manage chains of stores.
- D. The entire department store/retailing industry is a large and growing concern that offers varied occupational opportunities.
- E. Retailing is a highly seasonal business; buying and selling of goods follows a certain cycle that relates very closely to annual weather and calendar seasons.
- F. Both wholesale and retail functions are found in the distribution process. The wholesale element functions to promote the sale of goods in large quantities as for resale by a retailer.
- G. Retailing forms the important link between consumers and the products of the nation's factories and farms.

VOCABULARY

Define each term, add other words to your list

1. Advertising
2. competition
3. Consumer
4. Department
5. Display
6. Distribution
7. Economy
8. Free Enterprise
9. Inventory
10. Loss
11. Mail-Order
12. Marketing
13. Merchandising
14. Overhead
15. Producer
16. Profit
17. Retail
18. Wholesale
19. Consumption

"OCCUPATIONAL LISTINGS"

Usually, hours for department store workers are handled on eight-hour shifts with time off for meals and a break. Forty-hour weeks are the standard assignment for full-time employees while part-time workers may work any number of hours weekly.

- | | |
|-------------------------------------|----------------------------------|
| 1. Salespersons (All Kinds) | 23. Personnel Clerk |
| 2. Cashier | 24. Financial Control Supervisor |
| 3. Interior Designer | 25. Market Analyst |
| 4. Display Director | 26. Warehouseman |
| 5. Buyer | 27. Bin Filler |
| 6. Window Dresser | 28. Personal Shopper |
| 7. Assistant Buyer | 29. Receiving Clerk |
| 8. Store Manager | 30. Receiving Clerk |
| 9. Division Manager | 31. Inventory Control Clerk |
| 10. Merchandise Manager | 32. Telephone Salesperson |
| 11. Secretary | 33. Sales Consultant |
| 12. Accountant | 34. Order Filler |
| 13. Accounts Billing Clerk | 35. Fashion Coordinator |
| 14. Computer Operator | 36. Floorwalker |
| 15. Credit Correspondent | 37. Sales Promotion Director |
| 16. Customer Service Representative | 38. Advertising Clerk |
| 17. Security Manager | 39. Advertising Director |
| 18. Switchboard (PBX) Operator | 40. Artist |
| 19. Security Officer | 41. Layout Designer |
| 20. Alterations Manager | 42. Executive Assistant |
| 21. Seamstress | 43. Credit Manager |
| 22. Personnel Manager | 44. Stock Room Manager |
| | 45. Public Relations Director |
| | 46. Comparison Shopper |

III. MOTIVATIONAL ACTIVITIES

- A. Bring in related charts, posters, pictures, or other illustrated materials for a bulletin board. Allow individuals or groups of students to design and construct a colorful bulletin board.
- B. Plan and take a fieldtrip to a local department store. Before the trip, discuss with the youngsters the purposes of the trip, points to observe, take pictures or slides during the trip and after the trip have a session where students will share their reactions and verbalize their feelings.
- C. Invite resource people (buyers, designers, managers, cashiers, stock clerks, etc.) into the classroom to share knowledge, ideas and experiences with the students. If possible, tape the discussion for future reference and have one student interview the visitor according to the prepared interview form.
- D. Obtain books, pamphlets, magazines, and other printed materials on the topics of the economy, retailing and the department store. Display them on a "reading table" in the classroom and encourage students to read them during their free time.
- E. Make a display of different products (clothing, toys, household articles, books) in the room. Use the display as the starting points for a discussion on different types of stores as possible and talk about the characteristics of each type.

IV. STUDY ACTIVITIES

A. Language Arts

- 1. Define related vocabulary terms and make wall charts of them to help reinforce student learning. Use them in spelling games, oral activities, and in written work.
- 2. Involve students in writing letters to various outside sources for materials and information. Utilize students composition, punctuation, handwriting, and spacing skills.
- 3. Initiate a class discussion of the importance of language arts and communication skills to the workers in the department store. Devise role playing activities that help to illustrate the use of these skills.

B. Social Studies

- 1. Invite resource people into the classroom to share their knowledge and experiences with the students.

2. Show any appropriate films and filmstrips that help illustrate the concepts underlying these activities. Discuss what was observed in the films.
3. Utilize social studies texts and other resources to investigate the historical development of different economic systems of the world. Define basic terminology such as barter, trade, market, and money, and research some of the different systems of exchange that have existed. Make time lines or pictures charts to illustrate the developments.

C. Mathematics

1. Devise word problems concerned with advertising and advertising costs for the department store. Introduce the concept of the budget and expenditures made under its guidelines. Relate this concept to departments other than advertising.
2. Initiate a discussion of the math skills used by workers in the department store. Use role playing activities to help illustrate the use of these skills. Examples might be the use of enumeration skills in inventory control, the use of simple computation skills in figuring taxes and discounts.
3. Utilize students' computation skills in solving multiple operations problems related to department store inventory. Sample problems might include adding the dollar amounts of physical inventory and merchandise purchases to determine the total merchandise handled; subtracting total sales to determine book inventory and similar operations.
4. Devise work sheets of computation problems of varying difficulty related to costs and prices in the department store. Include problems involving addition, subtraction, multiplication and division and single and multiple operations.

D. Science

1. Talk about how weather and climate conditions influence the types of merchandise and service offered by department stores.
2. Initiate a class discussion of the application of scientific knowledges and skills in the department store: applying principles of heating, cooling and ventilation in planning the physical plant; using principles of safety in planning exits and entrances; applying knowledge of properties of materials to selecting merchandise for particular climatic and geographical areas, and other related activities.

E. Music

1. Discuss the musical selections sometimes played in the background in department stores -- talk about the type of music chosen and the reasons for its selection.
2. Motivate the students to compose musical commercials to advertise the store's merchandise.

F. Art

1. Groups or individuals could make models of department stores to display in the classroom.
2. Design and make bright and colorful advertising posters and newspaper layouts for the department store.
3. Try to obtain some different materials to allow youngsters to experiment with making "displays" for the department store.
4. Encourage youngsters to draw pictures of different workers in different situations in the department store.
5. Plan a discussion concerning the role of art and the art department in a department store. Mention both the advertising and display departments and talk about their use of shapes, lines, color and design in their job responsibilities.

G. Possible Hands-On Activities

1. After the "store" is set up, role playing situations could be devised in which students: "sell" merchandise to customers; handle complaints and adjustments for customers; act as credit workers to balance customers' accounts; act as division managers to supervise activities and plan for sales; function as buyers to select and obtain merchandise; act as stock clerks to replenish supplies.
2. Involve the students in planning the activities related to the department store. Possibly they might be interested in setting up a "department store" in the classroom or at least different representative departments. Committees might be set up to plan the layout of the store and specify merchandise and personnel needs. Students could devise appropriate tests for various work roles to select personnel whose characteristics, likes, and dislikes were closely suited to that job.
3. Different division could be set up: the "management" group could plan the layout and merchandise of the store; the "merchandise" group could stock the shelves and racks of the store; the "advertising" and sign departments could layout ads, write commercials and make needed signs; the "display" division could design displays and decorations, etc., and similar activities.

V. RESOURCES

- A. Resource People
- B. Films, filmstrips, slides and tapes
- C. SRA Occupational Briefs, Occupational Outlook Handbook, and Dictionary of Occupational Titles (See Career Resource Teacher)
- D. Magazines, Newspapers, and Periodicals

VI. EVALUATION

- A. Play "Password," "Scrabble", and other vocabulary and spelling games with unit vocabulary and occupational terms.
- B. Have a discussion about the total unit -- mention field trips, activities, resource persons, etc.
- C. Encourage students to evaluate the unit as a whole -- their interest or lack of it; what they enjoyed the most or the least, ways their contribution could have been improved, etc.
- D. Ask the following questions - using pencil and paper:
 - 1. Write a brief definition for each of the following words:

a. Department store	e. wholesale
b. Distribution	f. profit
c. Merchandise	g. loss
d. Retail	h. economy
 - 2. Describe the operation and purpose of the department store in our economic system.
 - 3. Name as many jobs as you can think of in the department store and describe the duties and characteristics of each one.
 - 4. True or False: Place a T in the blank beside the statement if it is TRUE, and an F if the statement is FALSE.

a. _____	Jobs in the department store require a variety of educational and skill preparations.
b. _____	Both men and women work in the department store.
c. _____	Sales personnel do not need to have a working knowledge of the product they sell.
d. _____	No one person's job in the department store is more important than any other's.

APPENDIX A

Career Corners

The establishment of "career corners" in the elementary school classroom (suggested K-6--one per classroom) is one of the means by which the goals of career education can be accomplished.

The purpose of career corners is to provide a place in the classroom where children in the elementary school may pursue self-initiated and directed exploratory activities to gain "hands-on" experience, to develop individual interest, and to gain knowledge of the world of work.

Use of career corners will progress sequentially using predetermined objectives as follows:

- I. Learners will be made aware of the materials and equipment in career corners by an informed process of simple exploration as opportune situations occur.
- II. After learners are familiar with contents of the career corners, the material, equipment, and tools will be used by learners as alternatives for learning activities, keying these to instructional objectives.
- III. Learners will be encouraged to use the career corners to satisfy self-initiated quest for additional learning for a particular problem.
- IV. Learners who need an outlet for self-expression of acceptable behavior and activity, will be encouraged to use the career corners.

Students will use the career corners for such identifiable purposes as:

1. Exploration of occupational variety, complexity, and skill requirements through the reading of all kinds of materials, manipulating simple equipment, and playing games.
2. Reinforcement of learning originating out of instructional objectives keyed to development of the basic skills for career maturity.
3. Participation in an responsibility for group activities for the purpose of basic skill development or for development of self in relation to others.

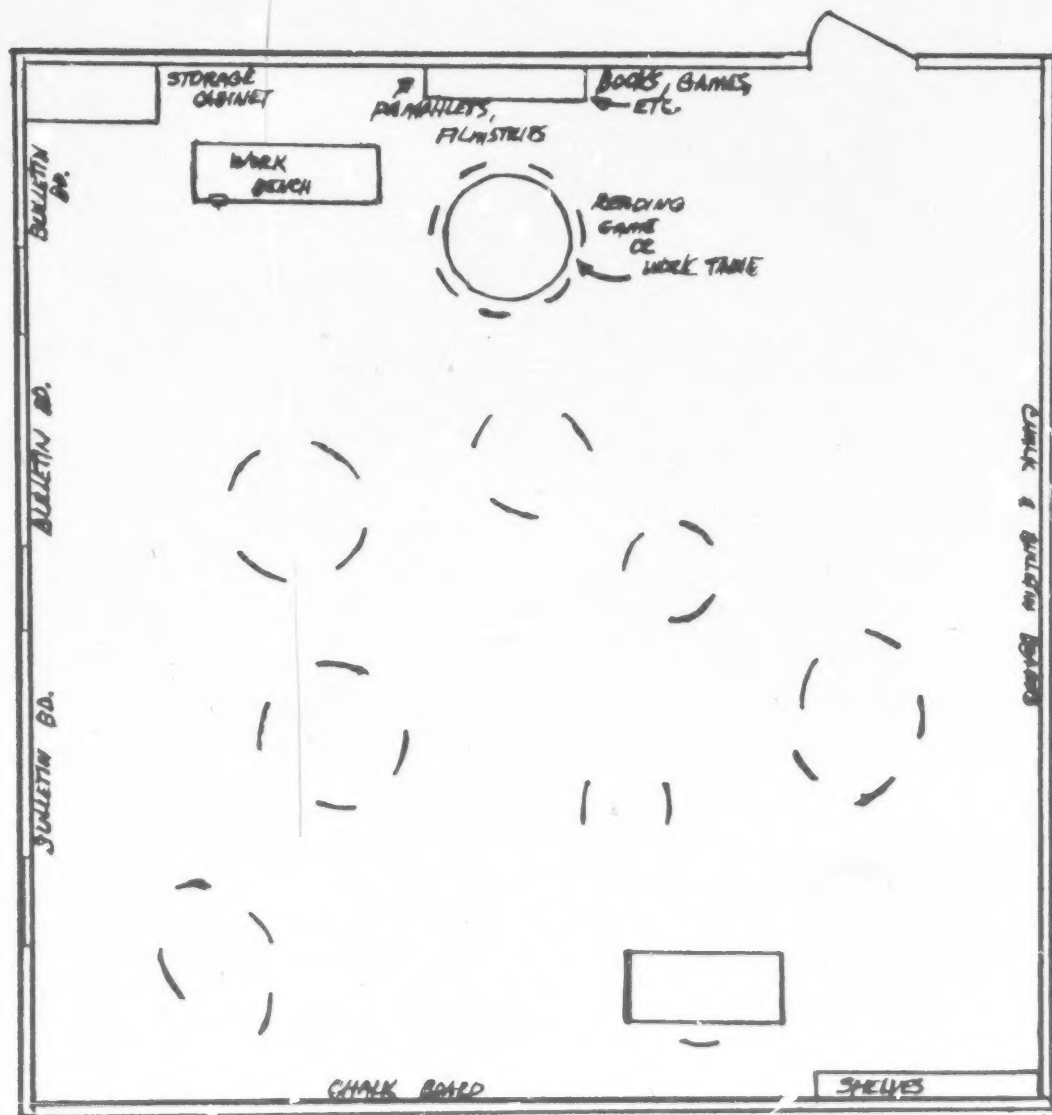
4. Exploration of problem-solving techniques as these emerge out of learners curiosity about concepts presented as instructional objectives.
5. Demonstration of creative pursuits as a means of enhancing students developing self-concept, interests about the world around them and how these may lead to skill development for possible career choices.

Teachers should direct and encourage learners to utilize the materials, equipment, and facilities of career corners in the following ways:

- I. Reading and/or browsing through occupational printed materials.
- II. Identifying and categorizing the variety of workers as found on posters, catalogs, and filmstrips.
- III. Utilizing tape recorders to interview workers in the school and in the learners' family.
- IV. Constructing projects of individual or group interest aligned to exploration of working skills.
- V. Develop skills in reading simple blueprints, diagrams and maps.
- VI. Utilizing study carrels for individual and team learning such as function of batteries, types of gears, magnetic attracting and weights.
- VII. Learners may use career corners for creative expression of all art forms or simply as a place to "do nothing."

To make the career corners a physical reality, each room may contain such items as: a pegboard screen, a book rack, a workbench, and a set of hand tools. Small equipment may include manipulative toys, games, blocks, and puzzles in the lower grades. Books might include the "I Want To Be" series, the "Come To Work With Us" series, and other selected titles which focus on the world of work. In the intermediate grades these corners might also include a cassette recorder-player and a filmstrip viewer.

AN EXAMPLE OF A CAREER CORNER IN A CLASSROOM SETTING

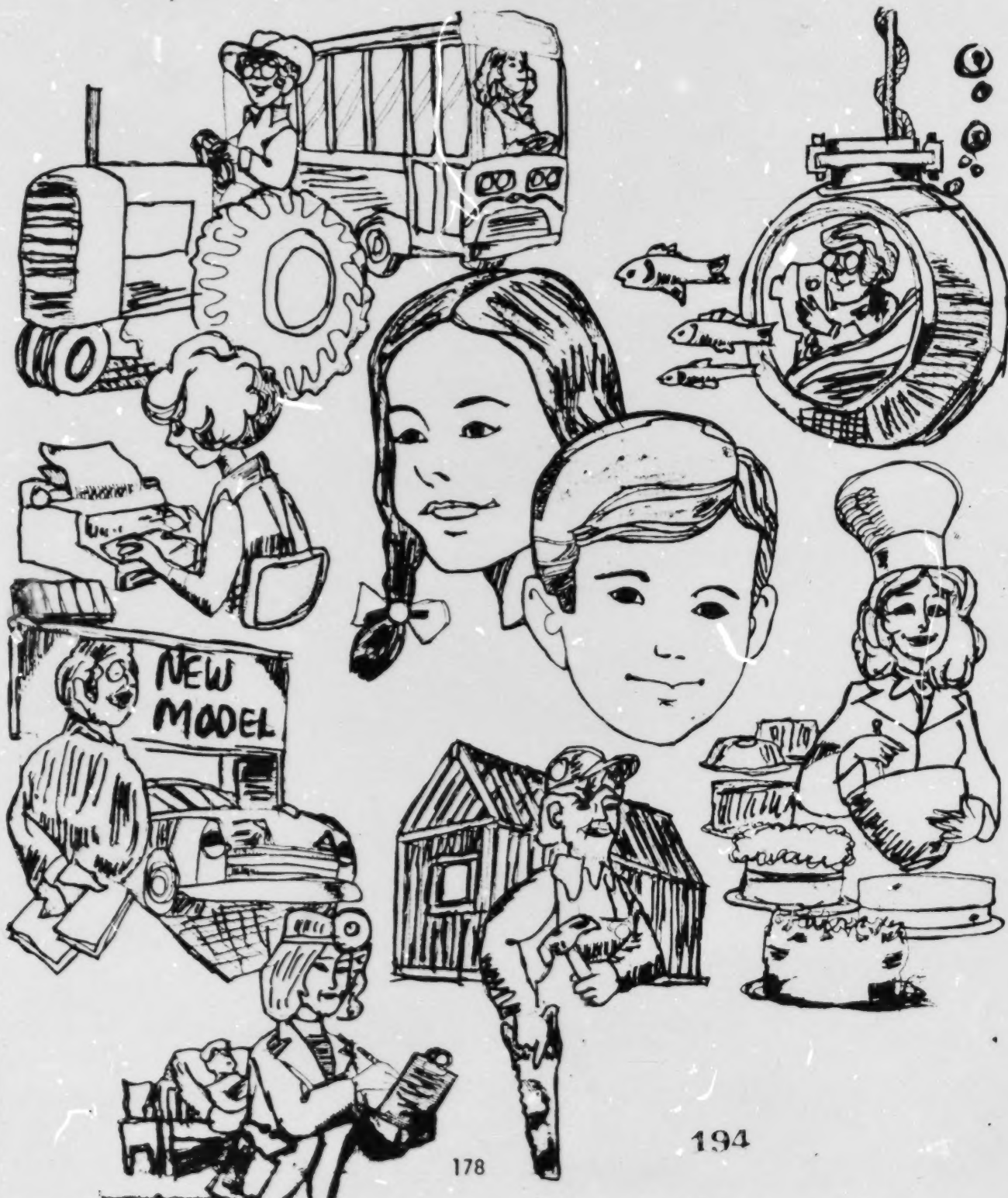


APPENDIX E

Career Education Activities especially for grades K-6

Jobs of the 80's

The kind of work you'll be doing depends on what skills you have and on the kinds of jobs and skills needed in the 80's. What will you be doing? You may just be getting out of college or starting your first job. You may have finished high school and already have a job.



SCHOOL HELPERS (Grades K-2)

PURPOSE: To review school helpers, their specific jobs and how they help while doing their jobs.

MATERIALS: A list of school helpers such as teacher, nurse, principal, custodian, speech teacher, supervisors, superintendent, patrol boys, librarian, etc. The names are put on cards.

INTRODUCTION: (Give each child a card with the name of a helper printed on it.) Now don't show your card to anyone but read the name because you are going to play you are that helper. (If child does not recognize the word, the teacher will whisper it to him.) You will act the way this helper would act if he were doing his work. If the class can not guess they may ask for a clue and the actor will tell one thing that the helper does for us. The class may ask for three clues. If they can not guess, the actor will tell who he is and choose someone to take his place. If the helper is guessed, the one who guesses will be next.

VARIATION: Kindergarteners may be given pictures for the helpers. The pictures may be made by the children after a previous discussion. Clues may be given by the children without the play acting. Second graders may like to play in teams similar to the old game, "New York". The team will act out their work and give the initial of their helper such as T for teacher and act as though checking papers. All the team members will act the same. When the opposing team guesses they will try to catch the actors before they can get back to a previously decided "home base".

CORRELATION: The language arts, music and art programs will profit by use of this activity. Recognition of words used may be a part of reading work.

SAFETY HELPERS (Grades K-2)

PURPOSE: To review safety helpers in the neighborhood.

MATERIALS: A list of duties performed by such helpers as the policeman, the patrol boy, fireman, school nurse, etc. and devices such as stop signs, stop signals, fire alarm boxes, railroad signs, and sirens. These have been discussed thoroughly by the group. A ball is needed.

POSSIBLE LIST

1. Helps us cross the street at school - patrol boy
2. Helps us when we are lost - policeman
3. Puts out fires - fireman
4. Puts sand on slick street corners - street worker
5. Calls the fireman to the fire - fire alarm box
6. Stops cars at corners - stop lights
7. Warns us of a train crossing - railroad signal
8. Tells us that an ambulance is coming fast - siren

INTRODUCTION: Let's play a game about our safety helpers and how they help us. The first ten children form a circle and I'll give you the name of a helper.

GAME: Eight or ten children form a circle. Each child is given the name of one of the safety helpers. Two or three children are given the same helper's name. The teacher stands at the side, calls out one of the duties performed by a helper and bounces the ball into the circle. The children with the name of the helper try to catch the ball after it bounces. The ones who can not catch it, return to their places in the circle. The one who does catch it gives the name of the helper who performs the service. If a child with the wrong name tries to catch the ball, he is eliminated from the game.

VARIATION: The ball need not be used. Children can exchange places, sit down or any other activity to indicate that they know the helper who performs the duty.

This can be used as a written quiz with the older children. Young children may draw pictures to answer.

CORRELATION: This activity may be used during health, safety, physical education and cultural needs.

TO MY HOUSE (Grades K-3)

PURPOSE: To use as a follow-up in the study of neighborhood helpers.

MATERIALS: Ditto sheets containing the maze (shown on the next page) or place the maze on the blackboard.

INTRODUCTION: We have talked about many of our neighborhood helpers and how they help us. Many of them come to your house to help you. You know many of them.

Put a red circle around the helpers that you know.

Put a blue X by the helpers that come to your house to help you.

Write a sentence telling how each of these helpers can help you.

These helpers are trying to get to your house. Help them find the way. Use different color for each helper. Each helper starts at the entrance nearest him. Draw a line from him to your house. You must not cross any lines. Find the right path.

VARIATION: The maze may be placed on the board. The children may use colored chalk to mark the paths. The services each helper renders may be given orally. One helper may be selected by each child and a story written or told that shows how this helper came to his house and helped his family or himself.

CORRELATION: This is a study in present day culture. The activity relates directly to all the language arts.

SERVICE OR GOODS? (Grades 1-3)

PURPOSE: To strengthen the concept of producers of goods and producers of services.

MATERIALS: A list of producers of services and goods placed on the board. The children have previously made the list, over the period of time that they have been studying workers in the neighborhood.

Example: doctor - service
baker - goods
dairy - goods
farmer - goods
barber - service
dry cleaner - service

INTRODUCTION: Let's count off by fours to make four teams. We have a list of producers on the board. I will point to a producer and you will take turns telling whether this producer deals in goods or services. Just call out "goods" or "service" as quickly as you can. Each team receives one point for each correct answer. The game will last ten minutes. The winner is the team with the most points.

VARIATION: Children may write the names of the producers under the heading, "Goods or Services." This may be used as seat work.

CORRELATION: This type of activity may be used in the study of parts of speech, the identification of arithmetic processes, long or short vowels, identification of arithmetic processes, long or short vowels, identification of flowers or trees or any study in which a selection of type or process is possible.

HOW DO YOU WORK? (Grades K-2)

PURPOSE: To reinforce the concept that people in our neighborhood give us services and goods.

MATERIALS: The child's imagination.

INTRODUCTION: Today we are going to play a guessing game about the friendly people who give us services and goods. Think about all of the people who help us and decide which one you want to imitate. We will guess who you are. All you need to tell us is whether this person gives us goods or performs a service. The children may act out the roles of nurse, grocer, dentist, school custodian, policeman, etc.

Do what you think this helper does and tell us whether he gives us a service or goods. The rest of the class will watch you closely and hold up their hands when they think they can guess the name of the helper. You may call on them. The one who guesses correctly will be the next imitator.

VARIATION: The teacher may suggest the helper, and ask the children if this helper gives us goods or services. When they have answered correctly, the teacher will ask them to stand and go through a rhythmic motion that indicates the work of the helper. She will go through the motions with them to keep them together and make it a mass rhythm.

CORRELATION: This expressive game correlates with music and the language arts. It is a good learning break when the young children are getting restless. It can be used as a cultural project.

SHARE THE RISK: (Grades 2-4)

PURPOSE: To assist students in the realization that we often have to work together for the common welfare of all and to stress the importance of our firemen.

MATERIALS: Paints, crayons, newsprints.

INTRODUCTION: Can each family afford to have its own fire engine? If we all had the money to buy a fire engine would it be very sensible for each of us to have one? (Allow full discussion.) What would happen if you lived in a neighborhood that had no fire protection, no fire engine, no firemen and your house caught on fire? Suppose the fire spread to your neighbors' homes, what would happen?

You can see how much we need firemen and a fire engine. What could the people of the neighborhood do? (Help the children see that if the community was not urban. If the neighborhood was urban, help the children see the right of petition to the council, etc.)

Now let's make a movie of our story showing how people share the risk and the advantages of their neighbors.

(Children will choose the picture they wish to draw in the sequence. Several may draw the same picture and class choose the one they wish to use in the movie.)

The sequence should include pictures showing: a house burning down; the fire spreading to the neighbor's homes; three houses burned to the ground; the people meet to decide what to do about the fire risk; the people taking up collections; they buy a fire engine and hire firemen; a house catches fire and the firemen and fire engine put it out before any damage is done.

(Pictures are mounted on wrapping paper and rolled. To show the movie, unroll slowly. Captions may be made or children will make running oral comment as pictures are shown.)

VARIATION: Individual pictures may be made and mounted on a bulleting board. Committees of children may make murals of this story. The story may be dramatized using the children's own words. Songs may be made up about sharing the risk and advantages of a neighborhood and its helpers.

CORRELATION: This game may be used to study other neighborhood helpers such as the mailman, policeman, street cleaner, etc.

OCCUPATIONS (Grades 3-7)

PURPOSE: To analyze the kinds of occupations in an area; to assist in realization that variety of industry and occupation help explain the move from the farm to the city.

MATERIALS: A newspaper for each student. Different newspapers or different issues of the same paper may be used.

INTRODUCTION: Will the helpers see that each one has a copy of a newspaper? Boys and girls, these newspapers are your seat work for today. We have talked about job opportunities in our community. Today I want you to study the Want Ads and other items in your paper and list the variety of jobs that are open in this area. Check those that call for experience, those that need special education for training, and those that are available for an unskilled inexperienced worker. Separate the jobs into those for men and those for women. If the job ad gives hours or salary write it down. When you have your list compiled, analyze it thoroughly so that you may be able to tell the class the variety of jobs available and how worthwhile they may be.

During discussion time we will make a composite on a chart showing the results of your research into employment available to people living in this area.

Keep this question in mind while you are working. In view of your research can you explain a possible reason for so many young people leaving the farm to live in the city?

VARIATION: Older children may extend their research to calling employers and obtaining information in regard to the position open. They may contact Union members and the Chamber of Commerce. Younger children may ask parents to tell them about the work in certain jobs. They may be able to talk with illustrations of the various job opportunities placed around as the numbers of a clock face. A list of job requirements should be listed in a smaller circle nearer the name of the community. Movable hands are fastened to the name of the area and manipulated to point to a particular job and its requirements.

CORRELATION: This may be used in the study of civics. The bulleting board idea may be an art project for a committee. The reports, writings, and discussion are language and spelling activities. Interesting items from the ads may be used for oral reading. Compiling of totals may be part of the arithmetic work.

ASSEMBLY LINE (Grades 1-6)

PURPOSE: To impart knowledge of how production on an assembly line will speed up the process; to give the child an experience in the monotony of repetitious work; to learn that work can be done quicker when one practices the same movements over and over; to familiarize the student with the workers and the kinds of work done in a factory.

MATERIALS: Paper, cardboard, paper fasteners, punch, lettering pens, ink, rubber cement, pictures of factories and workers.

INTRODUCTION: Let's see just how an assembly line works. We are going to make booklets about the different types of factories and what they produce and we can form our books by using an assembly line. Each of you will be responsible for one job on every book. The materials will start at one end of the line and will be the finished product when they reach the other end of the line.

(Place the desks in a row with the necessary working materials in front of the workers. The students will stand at their desks and pass materials to the right. The teacher will appoint certain children to do certain jobs according to their ability. The student has no choice since he would have no choice if he were working in a factory.

Appoint students for the following jobs: 1. Page counter - ten pages to each book; 2. A numberer - to place numbers on each page; 3. A gluer - to glue pictures on the first page; 4. A stacker - to straighten pages; 5. A cover folder - to fold cardboard; 6. An arranger - to put pages inside the cover; 7. A puncher - to punch two holes through the book; 8. A fastener - to put paper fasteners in the holes; 9. A clincher - to fasten the fasteners tight; 10. A titler - to letter the name on the outside of the book; 11. A book stacher - to stack finished books in even stacks.

Jobs can be added in order to use more children or two assembly lines may work at the same time.

CORRELATION: This activity has value in art and language arts. When the history and geography of an industrial area is studied, this activity may be used and the booklets may be on the geography and history information studied.

The understandings emphasized in this activity has implications for the civics program. Possible follow-up could be a pre-arranged trip to a factory.

WHO TAKES CARE OF THE BABY?

PURPOSE: To promote the concept of division of labor and to show that work is an important part of comfortable living.

MATERIALS: The child's imagination plus a few things brought from home such as a broom, dust clothe, etc.

INTRODUCTION: Boys and girls, we know that people must do many different types of work because we have so many kinds of work that has to be done in order for us to enjoy living as we do.

Let's think about just what would happen if we all decided to do the same job. Can we make up a little play that will show us what would happen? What would happen at home if everyone living there decided they would do the same job? (Form committees from the children who offer. Dramas might consist of all members of the family sweeping the floor while the door bell rings, the telephone rings, the dishes needs washing, the baby cries, etc. No one will do anything except sweep the floor and they are in each other's way. The result is utter confusion and the house is in sad need of workers. The children will have many suggestions to show that only confusion can result from such a situation.) Division of labor and specialization is a necessity in our culture.

VARIATION: Children may draw pictures or write stories to show the same situation. Children may act out the need of division of labor in the school. One group will show what happens when the teacher tries to do all the jobs herself. She could be running back and forth sweeping, dusting, making reports, taking care of a sick child, teaching reading, etc. This may be used as a program for parents.

CORRELATION: This type activity may be used to demonstrate such economic concepts as producing and distributing good, creating new tools and techniques, etc.

THE CHAIN (Grades K-2)

PURPOSE: To learn the many things city helpers do for us.

MATERIALS: Cards containing the picture or the name of a city helper such as policeman, fireman, garbage man, sewage disposal chemist, etc.

INTRODUCTION: Would you like to play a game about our city helpers? Let's form a circle and hold hands. Now we have a chain. I shall choose one of you to start out as the leader. The leader will stand in the circle and hold up a card so all of you can see it. This card will have the name (or picture) of one of our city helpers on it. The leader will point to one of you and you must tell one way in which this helper helps us. Each time the same card is held up, a different way must be given. If one of you gives a wrong answer, the children on each side will unclasp hands and the chain will be broken. The broken link must go inside the circle until he can earn his way back into the chain again by giving a correct answer when another link becomes broken. We want to keep our chain all together. Try not to have any broken links.

VARIATION: The "broken link" may take the place of the leader and thus keep in the game and change the leader often.

CORRELATION: The game may be used with helpers in other fields of occupations.

FIRE ALARM (Grades K-3)

PURPOSE: To reinforce learning about firemen and their necessary service.

MATERIALS: A little bell.

INTRODUCTION: To day let's pretend that each of you is at home. (Children remain at their desks for this game.) One of you will be a fireman and go to the cloak hall. While he is out in his fire station, I will put this little bell on one of your desks and that means that your house is on fire. You may ring the bell and choose someone to telephone the fire station and place the fire alarm. The person who calls must tell the number of the row and the number of the desk. When the fireman gets this information the fireman comes in. Be sure to put the bell inside your desk as soon as you ring the alarm so that the fireman cannot see it. The fireman will see you quickly he can find the right "house" and put out the fire. When this is done, the child whose "house" was on fire will take the place of the fireman.

VARIATION: The game may be played with a policeman and a break-in reported. The Humane Society may be called and a stray dog reported.

CORRELATION: Studying the services of community workers is also economics work. Physical education and language arts may find this game valuable for the young child. The numbering and correct counting of the desks can be used as arithmetic for first grade.

LET'S PLAY POSTMAN (Grades K-3)

PURPOSE: A follow up to make the study of community workers more interesting.

MATERIALS: Letters written by the children, a bag to carry them in and cereal boxes to use as mailboxes. Very young children will draw pictures instead of writing letters. Some may wish to use writing and pictures both. A list of the children's names should be placed on the board so the children will be able to address their communications.

INTRODUCTION: Let's play a game with the letters you have written. Fasten your mailboxes on the front of your desks. Be sure that you have your name printed plainly on the front of it. The postman will carry the mail bag, select a letter, read the name on the front of it and deliver the letter to the correct mailbox. The one who receives the letter may read it aloud to the rest of the class and then the mailman will deliver another letter.

VARIATION: Children may set up a table as the post office. Mail boxes will be set up the postal worker will drop letters in the proper boxes. The letters will be called for by the children and read to the class.

CORRELATION: This is a direct economics and language arts activity. Letters may be written for geography and history work by have children imagine they are in a particular country or part of a country or they may imagine they are children in a particular historical setting such as a child of the Aztecs, an explorer, a settler, a Revolutionary soldier, a Southern slave owner, etc.

The comparison of postal rates for different types of mail may be made during arithmetic work. Most of these correlations are for older children.

RIDDLES (Grades 1-3)

PURPOSE: To reinforce the concept that many people work together to make a good neighborhood.

MATERIALS: Pencils, paper, and crayons.

INTRODUCTION: Think how many people come to your house as helpers. Who are some of these people that help make our neighborhood a good place to live?

POSSIBLE ANSWERS: 1. The milkman brings us milk for breakfast. 2. The newsboy brings our newspaper. 3. The garbage man takes our garbage away, disposes of it and makes our neighborhood a cleaner and healthier place to live. 4. The ice cream man brings us ice cream and popsicles. 5. The TV man comes and make the TV work. 6. The plumber comes to fix the faucets when they leak.

Let's see if we can make up some riddles about these helpers. (Help the children by giving a riddle for them to guess. Gradually lead them to make up their own and write them on the board. The teacher might say:

"This helpers stand on the corner.

He wears a white shoulder belt.

He helps us be safe.

He is the..... Patrol Boy

Help the children give and guess several riddles before they write.)

VARIATION: The teacher may give children a ditto sheet containing riddles and the children will write the answers or draw pictures to show the helpers. The children may exchange the riddles they have written and answer by drawing pictures.

CORRELATION: This may be used as a language arts project and it uses all the skills: reading, writing, and grammar.

OCCUPATION BINGO (Grades 3-6)

PURPOSE: To see how many occupations the child can name and to see whether he knows the type of work each person does.

MATERIALS: Markers such as beans, bits of paper, or rocks. Ditto sheet of the bingo card (shown on the next page).

INTRODUCTION: All of you know how to play bingo. Today we are going to play a different kind of bingo. It is called "Occupation Bingo." In order to play, you must first be able to name and write a different occupation in each square. The leader will read statements about different occupations. If you think the statements describes an occupation that you have on your card, you may mark that square. Bingo will be vertical, diagonal, and across. The person that bingo's will be the next leader.

POSSIBLE ANSWERS:

1. He brings our mail. (mailman)
2. She works in a doctor's office and gives shots. (nurse)
3. The man that give traffic tickets. (policeman)
4. He wires your house for electricity. (electrician)
5. They pick up our garbage. (sanitation workers)
6. You buy groceries from him. (grocer)
7. The person who would take out your appendix. (doctor)
8. The man who builds your house. (carpenter)
9. The lady who helps you make a long distance call. (telephone operator)
10. The man that flies airplanes. (pilot)

VARIATION: Write the names of various occupations in the squares. The child must be able to tell what kind of work each person does before he can mark the square. This would be easier to play in pairs or small groups.

CORRELATION: This is a good exercise to test the child's spelling of difficult words such as electrician, veterinarian, and pharmacist.

OCCUPATION BINGO

B	I	N	G	O
		Free		

Directions:

Write a different occupation in each square. The leader will read a statement about a certain occupation. If that occupation is written in one of your squares you may cover that square with a marker.

OCCUPATION MAZE (Grades 3-5)

PURPOSE: To increase the child's sight discrimination and to familiarize him with the names of several occupations.

MATERIALS: Pencil and ditto sheet (shown below).

INTRODUCTION: Today we are going to play a game called "Occupation Maze". Within the maze you will find names of people who do different jobs. You must look very carefully or you may miss seeing a name. When you find a name that is listed at the bottom of the page, circle it. The names go down and across the page.

VARIATION: Let two children take turns circling names within a given time limit. The child who circled the most names when the game is finished is the winner.

CORRELATION: This is a good exercise to use with children who are having trouble discriminating words when reading.

DOCTOR L PR TEACHER U
FIREMAN UB PAINTER D
G VALON Z NE PILOT PBN
A ERECD BLA YER QOAE
ZTC PHYCXU FR SGLRT
WEH HAFVUTE OPSNIBP
XREO IAH SYTB DACCES
RIONURSCOWWELDERR
NNLEMMYCPYANEHIMMS
OAOOEEDJPEZITSLAGG
CRGPCRZERDTICANFV
YIIEHEFTAPRSLYZXW
OASRAEXATXETEMXLX
ZNTANJIROASGRICKNT
OMLOCPHARMACISTKZ
HPARCHITECTTUVZJI
RSVIAN TROP OLOGIST
ELECTRICIANMJPNOY

1. Doctor
2. Lawver
3. Barber
4. Mechanic
5. Beauty Operator
6. Carpenter
7. Electrician
8. Policeman
9. Fireman
10. Architect

11. Archeologist
12. Antropologist
13. Farmer
14. Teacher
15. Nurse
16. Airline Pilot
17. Telephone Operator
18. Painter
19. Sales Clerk
20. Secretary

21. Velder
22. Waitress
23. Veterinarian
24. Dentist
25. Pharmacist

I DREAMED I WAS A . . . (Grades 2-6)

PURPOSE: To increase the child's imagination and to test his awareness of the duties of a certain worker.

MATERIALS: Crayons, pencil, ditto sheet (shown on next page).

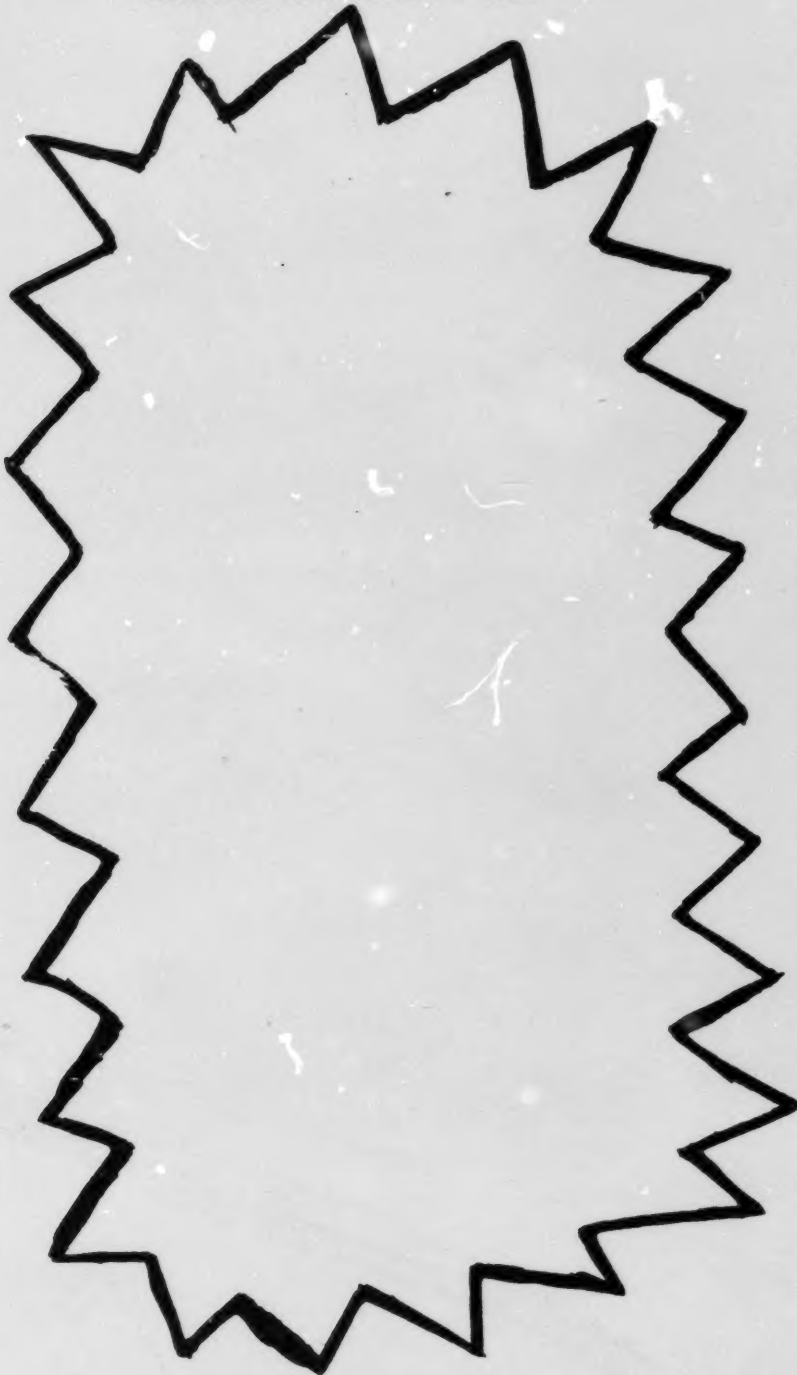
INTRODUCTION: We have been studying various occupations and workers. Today I want you to pretend that you are one of those workers and write a story about what you did at work. Try to tell as much as you know about the duties that worker does. You may draw a picture of the worker or a picture showing what you did at work.

VARIATION: The teacher or another child may draw the picture and the student has to write the story about the picture. A picture from a magazine may be used.

CORRELATION: The ditto may be used when studying other subjects besides occupations.

I DREAMED I WAS A _____.

THESE ARE SOME THINGS I DID.

This image shows a single page of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

DRAW HIS PICTURE. WRITE IN STORY FORM.

CINQUAINS (Grades 3-6)

PURPOSE: To increase the child's awareness and appreciation of poetry; to be used during a study of occupations or used incidentally to increase interest in occupations.

MATERIALS: The child's imagination and ditto sheet of information (shown on next page).

INTRODUCTION: How many of you have ever written a poem? It may sound very hard to do but actually it is very easy to write a poem called a "cinquain". I am going to give you an example. Since we have talked about various occupations, try to choose an occupation to write about. You will have to think about what the worker does, how he looks, and how he feels on the job.

VARIATION: Instead of letting each child choose an occupation, assign a different one to each person. In this way, discussion of many areas of work can be taught out.

CORRELATION: Cinquains are excellent for use within almost any area of study.

WHAT DO THE WORDS MEAN? (Grades 4-8)

PURPOSE: To be used as a culminating activity following a study of occupations; to test the child's knowledge of the terminology used within the world of work.

MATERIALS: Ditto sheet (shown on next page).

INTRODUCTION: I have given you a list of words to look up the meanings to and we have discussed these words. All of the words deal with the world of work. Today I am going to give you a test to see whether you really understand what the words mean.

VARIATION: The ditto sheet may be used as a game between two people instead of a test.

CORRELATION: This activity does not necessarily have to follow a study of occupations. It may be used as a language or vocabulary exercise.

Cinquains

Write down a noun - a person, place, or thing.

On the line below that, write two adjectives - words that describe the noun.

Seperate the tow adjectives by a comma.

On the third line, write three verbs that tell what the noun on the first line does. Seperate the verbs by commas.

On the fourth line, write a thought about your noun. A short phrase will do nicely.

For the fifth line, repeat the word you wrote on the first line, or wirte down a synonym or some other related word.

Example: Fireman
 Anxious, ready
 Helping, running, climbing
 Smothers your fires
 Fireman

Write a cinquain about an occupation or a certain worker.

What Do The Words Mean?

promotions

work

requirements

references

interview

salary

vocation

career

occupation

employer

employee

skills

training

1. In order to make a living, a person has to _____.
2. Mr. Smith's _____ is \$10,000 a year.
3. In order to become a mechanic, a person must attend school to get some _____ and _____.
4. Teachers must have a college degree and a teaching certificate. These are _____ for teaching.
5. Jim must talk to the manager before he gets the job. This is Jim's _____.
6. The boy had excellent _____ from men for whom he had worked.
7. William Hooper works for TVA. William is the _____, and TVA is William's _____.
8. The words work, _____, _____, and _____, mean almost the same thing.
9. Mr. James began working in the company as an office boy. He is now vice-president of the company. Mr. James has received many _____.
10. Name five occupations that requires a college education. _____, _____, _____, _____, _____.

"ACTIVITIES"

1. A collage of pictures made cooperatively by the class, or this can be a small group project, illustrating a particular career or a career cluster.
2. Photographs of "on the job" workers taken by students, teachers, parents, etc. and shared with the class along with written or oral comments regarding the nature of the work.
3. Interviews with workers in the job cluster under discussion, beginning with family and friends in the lower grades and expanding as the age and experience of students increases.
4. Sentences about the particular occupation, the tools used, the preparation required, the tasks performed, etc. These can be organized into paragraphs or stories according to the level of students. Any level of language arts skills can be introduced at this point. Such activities as compiling a list of spelling words from the study, arithmetic problems, science experiments, crossword puzzles, and other games appropriate to the interests and abilities of the class will bring the whole unit into perspective.
5. Role-playing activities are useful for some careers. Care should be taken to avoid sex stereotyping of such positions as waiter-waitress, host-hostess, cook manager, clerk, secretary, nurse, doctor, lawyer, to name a few.
6. There are many records, songs, and poems about work, examples are the cowboy songs, "work" songs, ("Casey Jones", "I'm an old Cow Hand", "I've Been Working on the Railroad", etc.). Students hear or sing these in their music classes, but rarely think of the music as related to work. An interesting fact to discuss is reasons why there are few "work" songs heard now. Students can make their own poems and songs about some facet of this activity which appeals to them. Upper elementary level students enjoy putting the poem or song to music or doing choral singing. The Guitar, banjo, auto-harp, comb, "Jews" harp, French harp are easy accompanists.
7. When feasible plan field trips to places of work such as the local newspaper, telephone company, radio or TV stations, water plant, fire station, etc. Place emphasis on what the workers are doing to earn a living. It is easy to be carried away by the process and not realize the responsibilities of each worker, or the knowledge, skills, and preparation which have gone into the job training. Again the grade level and age of the students will determine the expectation level of the project.

"ACTIVITES"

8. Use the daily newspaper as a resource. The want-ads are a good way to introduce job market patterns, and to illustrate the principle of supply and demand in determining why some people are employed and some are not. This can be aimed toward a particular career, career-cluster, or the world of work in general.
9. The comic strips have excellent resource material on occupations. In one Sunday comic section recently there were references to twelve separate careers. Students read the "funnies" every day and do not "see" the work roles depicted. This works well as a continuing activity with the students clipping the appropriate drawings and placing them on a bulletin board daily. Appropriate captions and other bulleting board techniques will make this a rewarding project.
10. Crossword puzzles using words related to a career, the tools used, ect. Students enjoy helping construct the simple puzzles for another group to work on a "swap" basis.
11. Pictures can be drawn of the workers, tools, activities with appropriate captions or sentences.